

ELEMENTARY CURRICULUM FOR THE DISADVANTAGED  
CHILD IN SELECTED SCHOOLS IN  
DES MOINES AND ST. LOUIS'  
BANNEKER DISTRICT

---

A Field Report  
Presented to  
The School of Graduate Studies  
Drake University

---

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Education

---

by  
Theresa Marie Rao  
January 1970

1970  
R18

ELEMENTARY CURRICULUM FOR THE DISADVANTAGED  
CHILD IN SELECTED SCHOOLS IN  
DES MOINES AND ST. LOUIS'  
BANNEKER DISTRICT

by

Theresa Marie Rao

Approved by Committee:

Bruce Vennard  
Chairman

Hazel Weakly

Earle L. Canfield  
Dean of the School of Graduate Studies

## TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION . . . . .	1
The Problem . . . . .	2
Statement of the problem . . . . .	2
Need for the study . . . . .	2
Limitations of the study . . . . .	4
Procedure . . . . .	4
Definitions of Terms Used . . . . .	5
II. REVIEW OF THE LITERATURE . . . . .	8
Curriculum Innovations . . . . .	13
Reading and Language Development . . . . .	16
Reading . . . . .	22
Pre-school . . . . .	26
Teacher Recruitment and Training . . . . .	32
Teacher Corps . . . . .	46
Guidance . . . . .	48
Creativity . . . . .	50
Parental Involvement . . . . .	52
Community Involvement . . . . .	54
Programs for the Disadvantaged Student . . . . .	61
1. Project Headstart . . . . .	61
2. Title I and Title III Projects . . . . .	62

	iv
CHAPTER	PAGE
3. Upward Bound Program . . . . .	63
4. School Dropout Programs . . . . .	64
5. Banneker Project of St. Louis, Missouri .	64
6. More Effective Schools Program of New York, New York . . . . .	65
7. Higher Horizons Program of New York, New York . . . . .	66
Summary . . . . .	70
III. PRESENTATION OF DATA AND OBSERVATIONS . . . . .	72
Questionnaire-Response from the Des Moines School System . . . . .	73
Questionnaire-Response from St. Louis Schools' Banneker District . . . . .	85
IV. SUMMARY . . . . .	96
Summary of Pre-school Programs Studied in Des Moines and St. Louis . . . . .	97
Summary of Curriculum Changes in Grades One through Four in Des Moines Schools, Programs for the Disadvantaged . . . . .	98
Summary of Curriculum Changes in Grades One through Four in St. Louis' Banneker District Schools, Programs for the Disadvantaged . . . .	104
Summary and Comparison of Teacher Techniques, Interests, and Materials Used in the Instruc- tional Program in Des Moines and St. Louis' Banneker District . . . . .	111

## CHAPTER

## PAGE

## Comparison of Des Moines and St. Louis'

## Banneker District in Practices and Programs

## for the Disadvantaged Child in the Elementary

Grades (One through Four) . . . . . 112

Recommendations for Current and Future Programs 115

BIBLIOGRAPHY . . . . . 121

APPENDIX . . . . . 129

## CHAPTER I

### INTRODUCTION

Schools across the nation are faced with the problem of providing educational opportunity for disadvantaged children to enable them to attain an education comparable to that of other children in society. To accomplish this, compensations must be found for limitations in their environment which handicap them in meeting school expectations. Many of them enter school psychologically, socially, and intellectually unready to meet school expectancies and, as a result, many of them meet continuous failure and drop out at the earliest opportunity. These children, not having had their needs met by the school in terms of life values and basic foundations for a career and sensing no worth in their own identity are one of the nation's big problems. Forced to a life of idleness because of inadequate skills, some have resorted to burning or looting of the large cities during the past two summers. Can anyone now say that educating these children, not to institutional values but to a sense of their own dignity, is not the first priority?

Disadvantaged children living in large cities are approximately one out of every two children. One can not and must not let this large population become the entire nation's

handicap for as John F. Kennedy stated, "If a free society cannot help the many who are poor, it cannot save the few who are rich."

## I. THE PROBLEM

Statement of the problem. The purposes of this study were to: (1) observe pre-school programs and study the effect on the child; (2) determine changes in the lower primary curriculum (grades one through four) as it was adapted to the disadvantaged child in the low socio-economic areas in Des Moines and the St. Louis' Banneker District; (3) observe and compare teacher techniques, interest and materials used in the instructional program in St. Louis' Banneker District and Des Moines, (grades one through four); (4) review pertinent professional literature on the disadvantaged child; and compare Des Moines and St. Louis' Banneker District with recommended principles; and (5) consider and recommend possible changes for current and future programs.

Need for the study. In 1950 approximately one child out of every ten in the fourteen largest cities of the United States was culturally deprived. By 1960, this figure had risen to one in three. This ever-increasing trend is due to their rapid migration to urban centers. By 1970, it is estimated there may

be one deprived child for every two enrolled in schools in these large cities.<sup>1</sup>

The problem of poverty is universal, existing in every geographical area of this country. The poor are concentrated in the slums of cities, certain rural areas, migrant labor camps, and Indian reservations.<sup>2</sup>

Four common consequences of impoverished living are: the school dropout, delinquency, mental retardation, and educational retardation.<sup>3</sup>

Since the disadvantaged child has one strike against him before he even begins school due to his lack of pre-school enriching experiences and negative parental reaction to the school, it is no wonder he does poorly in school. Education to be effective and relevant must first of all have a teacher with a positive understanding of the traditions and attitudes of the poor and/or minorities. For it is the teacher, more than any other factor, who determines the quality of elementary education. The hope for a healthy society can only be realized if the poor have a chance at the "good life" and have equal educational, as well as occupational opportunity with the rest

---

<sup>1</sup>Frank Riessman, The Culturally Deprived Child (New York: Harper and Row, Inc., 1962), p. 1.

<sup>2</sup>Joe Frost and Glenn Hawkes, The Disadvantaged Child (Boston: Houghton-Mifflin Company, 1966), p. 1.

<sup>3</sup>Ibid., p. 3.



of society. A fresh approach is needed in both the discovery and cultivation of the talents of the disadvantaged child.

Limitations of the study. The investigator limited this study: (1) to pre-school and elementary grades (one through four). Many programs are effectively operating in junior and senior high school. (2) Many of the programs in the schools studied are new and have not been effectively evaluated. (3) Furthermore, some programs that need to be studied further may not be continued next year as the Federal Government is withdrawing substantial amounts of funds. (4) Much longitudinal research is needed to assess the effectiveness of the new school programs as the students progress through school and after they complete school, but this lies beyond the scope of this study.

Procedure. The investigator made a study of current literature to consider what leading authorities had found and recommended in regard to: (1) Needs of disadvantaged children, (2) relevant curriculum and materials, (3) teacher training, and (4) current and future programs for the disadvantaged student.

From this study of the literature the investigator formulated a questionnaire which was designed to provide information relating to the purpose of the study. Validation was made by three Drake University professors working with disadvantaged children or the Teacher Corps.

Permission to carry out the study was sought and secured from the administrative heads of the Des Moines Independent School District and the St. Louis' Banneker District. This questionnaire, along with a cover letter and a stamped, self-addressed envelope was then given to one principal and one teacher in each of the four schools in Des Moines and St. Louis' Banneker District where the writer had her observation. The questionnaire consisted of one part for the teacher and two parts for the principal.

All questionnaires were returned making response 100 per cent. The returned questionnaires were analyzed and tabulated along with the writer's informal observations within the classroom.

## II. DEFINITIONS OF TERMS USED

Disadvantaged child. In this study the disadvantaged child is one who has the intelligence but due to an impoverished environment is lacking in physical, emotional, and educational opportunity and experiences. As a result, he has difficulty in learning in a classroom designed for middle or upper-class society.

Curriculum. Curriculum is all the experiences and activities for which the school accepts responsibility.

Non-graded. In the non-graded type of classroom organization children are grouped according to age, certain abilities and other related factors and advance according to levels. There are no failures and there is greater flexibility of programming. There are no grade labels and the number of levels varies with local plans. Another name for non-graded is continuous progress.

Team teaching. Team teaching is basically a method of organizing groups of students for instruction so they receive benefits of the most capable teacher in a particular field and also receive benefits of increased intellectual stimulation by contact with several personalities rather than one individual teacher.<sup>1</sup>

Low socio-economic area. The term low socio-economic area refers to a geographical area, ghetto and/or slum housing the poor who are usually a particular minority segment of the population. The crowded conditions and poverty contribute to the malevolence of the area by producing all the attendant problems of poverty including disease, ignorance, and crime.

---

<sup>1</sup>Edward Smith, Stanley Krouse, Jr., and Mark Atkinson, The Educator's Encyclopedia (Englewood Cliffs, New Jersey: Prentice-Hall Company, 1961), p. 647.

Enrichment class. In this study an enrichment class is one in which the children who had tested above average, follow the same curriculum as the regular class but were grouped together for additional mental stimulation through extra activities and experiences in the classroom and community. A high quality teacher was chosen for motivation. Also featured were additional audio-visual equipment with earphones and tape recorders stationed permanently in the room.

## CHAPTER II

### REVIEW OF THE LITERATURE

"The child was diseased at birth, stricken with a hereditary ill that only the most vital of men are able to shake off. . . . I mean poverty--the most deadly and prevalent of all diseases."<sup>1</sup>  
Fog<sup>1</sup>

Schools located in heavily disadvantaged areas have a special problem in aiding children who come totally unprepared to cope with the school environment or school expectations. Many people especially educators, psychologists, and social workers have become aware that:

The slum child is a child of another world. Our laws do not bind him, our standard middle-class ambitions do not inspire him, our I.Q.'s do not measure him and, most of all, his teachers are not reaching him. Rules she learned in teachers college clearly don't work in the slum school, but she clings to them, for no one has taught her different rules. Teachers in first to third grade feel the child slipping away. By the fourth grade he has fallen behind. By the eighth grade he may be as many as three years back, his mind closed, his behavior rebellious. By high school age he is more likely a dropout, headed for chronic unemployment, disdaining the "outside" middle-class world that already disdains him, secretly contemptuous of himself, a waste of a human being. A failure.<sup>2</sup>

---

<sup>1</sup>Eugene O'Neill, Thirst and Other One-Act Plays (Boston: The Gorham Press, 1914), pp. 111-112.

<sup>2</sup>Bernard Asbell, "Not Like Other Children," Redbook Magazine, CXXI (October, 1963), 64-65.

In an attempt to prevent so many wasted Americans the federal, state and local governments and the inner-city schools have placed emphasis on compensatory education.

Concerning the effects of a disadvantaged environment on a child's intelligence, Benjamin Bloom, professor at the University of Chicago said:

The differences between a very favorable environment and an underprivileged environment may affect intellectual life by about 2.5 I.Q. points per year or 10 I.Q. points over the four year period. Between the ages of 8-17, extreme environments may have an effect of only .4 points per year. Dr. Bloom contends that the cumulative effect of environmental influence during the first 17 years is about 20 I.Q. points when contrasting deprived and abundant backgrounds as they exist in America today.<sup>1</sup>

Patricia Sexton in her book Education and Income wrote:

In a society with an ever-growing demand for higher-level skills and a rapidly decreasing demand for unskilled labor, the failure of students who are top ranking in scores but low-ranking in privilege to go on to college is a grievous loss.

She stated further:

Paying respect to riches or status and withholding it from poverty in either overt or subtle ways, has much more serious consequences in a democratic, industrial society than the simple denial of higher education to the less privileged, however great the loss of "talent" may be.<sup>2</sup>

---

<sup>1</sup>Robert Strom, Teaching in the Slum School (Columbus, Ohio: Merrill Books, Inc., 1965), p. 16.

<sup>2</sup>Patricia Sexton, Education and Income (New York: Viking Press, 1961), p. xviii.

For some youngsters, school is a nightmare of despair. Underprivileged, unable to cope, they join the ranks of the dropout. In January, 1969, members of the National School Boards Association, business, government, and social agencies met in Washington.

Paul Briggs, Superintendent of Schools in Cleveland, pointing out how precisely bad things have become in the cities said: "The national unemployment rate is about 3.3% but in the cities it's as high as 15%, for out of school youth it exceeds 50%."<sup>1</sup>

Participating teams from the big cities agreed that time for talking may already have run out.

Minneapolis, where dropout rates range from 2 to 33% (and 60% for Indians), is placing stress on industry-supported junior high schools in store fronts (General Mills and Honeywell are helping).

Toledo and Tulsa see programs with a job for each student at the end of the line as essential.

Boston wants "relevant" action such as labor market analyses at least twice a year. The job market changes that fast these days. Baltimore is enlisting Sears Roebuck in an "adopt a school" program, and Bell Telephone in an inschool training program with pay.<sup>2</sup>

In Childhood Education, James Allen, Jr. stated:

As we approach the 1970's, the essential task facing America's elementary and secondary schools is twofold:

1. To raise the level of American education throughout the country in order to prepare our children adequately

---

<sup>1</sup>"Children of Despair," American School Board Journal, CLVI (January, 1969), 5.

<sup>2</sup>Ibid., p. 6.

for a more complex demanding world than we have ever known.

2. To make sure all our children--poor as well as rich, black as well as white, slow-learners as well as gifted students--receive the best education we can possibly give them.

He further stated:

In the future our schools must pay particular attention to the disadvantaged child--children who have had no preparation for formal schooling, to whom English is not a native language, who need glasses to see the board, and who come to school without breakfast. Our schools must be deeply concerned about the physical and emotional well-being, as well as the intellectual development, of these children.<sup>1</sup>

In 1966 Congress passed a piece of landmark legislation, the Elementary and Secondary Education Act, the first allocation of a large amount of Federal funds to schools below the college level.

Title I--Education of Children of Low Income Families, 1966. . 1.06 Billion Dollars. . Designed to encourage and support programs, including the construction of school facilities where needed, to meet the special needs of educationally deprived children of low-income families. These special educational services include radio and T.V., mobile educational services and equipment, remedial education, preschool or after-school programs, additional instructional personnel, equipment and facilities, and others judged necessary for improving the education of disadvantaged children. Local educational agencies would be eligible for payments equal to one-half the average per pupil expenditure in that State multiplied by (a) the number of children (aged 5-17) in families having an annual income of less than \$2,000, and (b) the number of children in families receiving payments over \$2,000 under the program of Aid to Families with Dependent Children. For the second and third year

---

<sup>1</sup>James E. Allen, Jr., "Looking Forward to the Seventies," Childhood Education, XLVI (September-October, 1969), 3.



Congress would determine the "low income factor."<sup>1</sup>

Before the passage of the educational-aid bill, the Office of Economic Opportunity had already spent a considerable amount of money on the education of the disadvantaged, most prominently in such fields outside of the schools as the Job Corps. The Economic Opportunity Act that created the Office permitted it to support programs of remedial education, but forbade it to enter the field of the regular curriculum of the schools. OEO chose to interpret the act's language as a bar only to those school activities occurring between the hours of 9 A.M. and 3 P.M.; it felt free to make grants to programs for preschool children, i.e. Headstart, and after-school tutorials and other aids.

By the end of 1966, a combination of United States Office of Education and Office of Economic Opportunity funds had created a considerable number of experimental projects and a wide variety of pilot programs. The term "compensatory education" entered the professional vocabulary as a hopeful substitute for such words as "underprivileged" and "disadvantaged." Although several agencies in the field have argued particularly against the use of "disadvantaged," the connotation of "compensatory" seems to represent little improvement.<sup>2</sup>

Federal funds were responsible for practically all of the educational innovations of the sixties. Despite limitations of Federal involvement, more positive features can be chalked up than the opponents of Federal intervention could hope to offset: Headstart, research and development centers,

---

<sup>1</sup>Harry L. Miller, Education for the Disadvantaged (New York: The Free Press, 1967), pp. 103-104, citing Title I Elementary and Secondary Education Act, a summary prepared by the Office of Legislation, United States Office of Education, Washington, for the guidance of schools and colleges.

<sup>2</sup>Ibid., p. 105.

regional laboratories, libraries, Title I instructional programs, supplementary health and food services, and cooperative research to mention a few.

Assuming sympathetic politicians, the 1970's will be a decade of unprecedented progress in education. Cooperation and teamwork between teachers, specialists, administrators and consultative sources will permanently erase the isolationism of individual teachers.<sup>1</sup>

## I. CURRICULUM INNOVATIONS

As a result of Federal involvement through the Elementary and Secondary Education Act and increasing state and local concern for the disadvantaged student, new programs and structural modification in the curricula and school organization have occurred.

The dual aim of these changes is to individualize instruction and increase the relevance of classroom materials. Two major types of structural modification, team teaching and ungraded classes, have been widely used, as have transitional classes to ease children's entry into school or to facilitate their shift from one school situation to another.<sup>2</sup>

Heterogeneous grouping (flexible groups and subgroups to permit effective teaching), reduction of class size, and

---

<sup>1</sup>Joe L. Frost and Thomas Rowland, "The Seventies: A Time for Giant Steps," Childhood Education, XLVI (September-October, 1969), p. 5.

<sup>2</sup>Miller, op. cit., p. 106.

extracurriculum personnel, have all contributed to individualized instruction.<sup>1</sup>

Although much of the emphasis in compensatory programs has been placed on reading and language development, an expanded notion of what constitutes learning and learning materials has affected all the academic areas.

In mathematics, manipulative materials such as abacuses, geometric figures, fractional parts, peg boards and other concrete objects have enlivened the traditional approach.<sup>2</sup> Success of modern mathematics programs with less able pupils suggests that the discovery method is appropriate. Some of the content should reflect adolescent or pre-adolescent experiences such as: aspects of part-time employment, wages and hours, travel distances, measurements of athletic fields, lapses of time and recipe ingredients.<sup>3</sup>

The efforts at making the curriculum concrete are part of an overall emphasis on a multisensory approach to learning. At all grade levels there has been an extensive use of audio-visual aids: filmstrips, overhead projectors, tape recorders and the like.<sup>4</sup>

---

<sup>1</sup>Edmund Gordon and Doxey Wilkerson, Compensatory Education for the Disadvantaged (Princeton, New Jersey: College Entrance Exam Board, 1966), pp. 60-70.

<sup>2</sup>Ibid., p. 72.      <sup>3</sup>Strom, op. cit., p. 89.

<sup>4</sup>Joseph Loretan and Shelley Umans, Teaching the Disadvantaged (New York: Columbia University, 1966), pp. 46-50.

The use of specialists in art, music and other special fields served to upgrade instruction in those areas. In social studies, science, and English, investments have been made in new text books that provide a high interest level for pupils with low reading skill. A new emphasis has emerged, particularly in the area of social studies, on texts which recognize minority group contributions. Through field trips and guest speakers, as well as a number of new curriculum materials which emphasize the role of minority groups in American life, disadvantaged children are introduced to the wider world and helped to recognize that these are alternatives to the limited roles their parents and neighbors have been permitted to play in society.<sup>1</sup>

In the primary grades there has been a concentrated effort to enlarge the pupil's self-awareness and improve his self-concept in a general sense. This is done through frequent and public use of his written name, through the installation of full-length mirrors in classrooms, and through photographs of children in the school prominently displayed on bulletin boards and in school publications.

Negro History Week, almost universally observed among schools with a large Negro population, has children investigating the lives of important Negro citizens, making bulletin

---

<sup>1</sup>Miller, loc. cit.

boards and displaying pictures of blacks at work in the community; there are assembly programs and celebrations of the contributions of Negroes in America. With other minority groups similar projects are attempted.<sup>1</sup>

## II. READING AND LANGUAGE DEVELOPMENT

"You cannot teach a man anything;  
you can only help him to find it  
within himself."

Galileo Galilei

The principal focus of fundamental curriculum change in compensatory programs has been reading and language development.

"Huh? . . . unh-hunh-. . . nuttin. . . naw. . . wah?  
. . . 'cuz. . . unh-unh. . . sho."

Is this a readiness for reading vocabulary? Definitely not! Yet, unfortunately these "words" with variations for emphasis and inflection--plus a few other one-word sentences and a generous sprinkling of vulgarities--comprise the speaking vocabularies of many culturally disadvantaged first graders. These and other strange noises that take the place of standard American English reflect the impoverished language

---

<sup>1</sup>Gordon and Wilkerson, op. cit., pp. 73-75.

backgrounds of these children.<sup>1</sup> Often one finds that maximum exposure to language has come from the television set. In addition, no response is expected of him; he is merely an observer, not a participant in the communication process.<sup>2</sup>

Although listening, speaking, reading, and writing skills are only a part of the needs characteristic of language-handicapped children, they are a vital part. Without mastering communication skills, culturally disadvantaged youngsters can never unlock the doors that lead to useful, productive citizenship; they can never become first-class citizens.

"Teachers need to approach English language instruction for these children as if they were teaching a foreign language."<sup>3</sup>

At Teachers College, Columbia University, the Materials Development Project for the Teaching of English as a Second Language have the pupils practice listening to and speaking the content to be read before they read it. They later reinforce the oral and reading practices by writing. However, the children also participate in instructional English-language activities during the larger part of the school day.<sup>4</sup>

---

<sup>1</sup>Warren G. Cutts, "Reading Unreadiness in the Underprivileged," National Education Association Journal, LII (April, 1963), 23.

<sup>2</sup>Strom, op. cit., p. 85.

<sup>3</sup>Cutts, loc. cit.

<sup>4</sup>Loretan and Umans, op. cit., p. 54.

The foreign language approach might be coupled with one used successfully by some teachers. They have used the analogy of work clothes, play clothes, and Sunday clothes to convey the concept to their pupils of a different language for a different purpose. Different occasions call for different modes of dress; they explain and the same thing is true of language.

Obviously children who lack readiness for reading in terms of their oral language development and background of experience must have a prolonged readiness program either in school or before they enter school. Six-year-olds who cannot talk coherently can scarcely be expected to begin reading as soon as they enter school.

Children whose language is limited to grunts and crudities need extensive experiences before they are ready for any formalized reading instruction. If these children are to master the basic language skills of listening and speaking they must have a wider range of experiences--both real and vicarious--than their more fortunate counterparts.

Such experiences should include listening to stories told or read by the teacher; taking field trips to parks, farms, zoos, airports, fire stations and other points of interest; using and listening to tape recorders; hearing records; and seeing movies and filmstrips. In all these

activities the main objective is to provide pupils with opportunities for language experience. They must, therefore, have plenty of time to react to and talk about the things they have seen and heard.<sup>1</sup>

Another method that might have merit for the child for whom the school language is a "second language" is the Initial Teaching Alphabet method. Using forty-six letter-symbols instead of the regularly-used twenty-six letter alphabet, this method stresses each distinct sound by means of only one representative letter. Since using a forty-six sound alphabet does not preclude recognizing whole words, this method has the advantages of both the phonetic and the "look-say" methods. The negative aspect of the program is that when the time comes for transfer back to the twenty-six letter alphabet, will it be too difficult? Is it not wrong to learn something that one must then unlearn?<sup>2</sup>

Children in kindergarten should continue to have many opportunities to use language spontaneously like those which occur when they are participating in dramatic play with house-keeping materials and blocks, when engaging freely in outdoor play or when sharing a special secret with the teacher. They should be read to, talked to, and subtly encouraged to talk

---

<sup>1</sup>Cutts, loc. cit.

<sup>2</sup>Loretan and Umans, op. cit., pp. 57-58.



about toys, events, books or pictures. Time spent in group discussion should be quite limited until children are able to express themselves well enough to hold the attention of other children.

Continuing first-hand experiences and trips throughout the school years is as important to language development as it is to cognitive development.<sup>1</sup>

It has been found that a mechanical approach to vocabulary building will not produce the desired end of developing useful verbal skills. Sylvia Ashton-Warner has vividly described her techniques in teaching reading to her Australian Maori pupils. She utilized their deeply personal experiences as basic content while imparting the mechanics of letters. Similarly, the teacher in the enrichment classroom can discover the interests and concerns of her children by being sensitive to their products.<sup>2</sup>

According to John and Goldstein children develop and test their tentative notions about the meaning of words and the structure of sentences chiefly through verbal interaction with more verbally mature speakers.<sup>3</sup>

---

<sup>1</sup>Annie L. Butler, "Will Headstart Be a False Start?" Childhood Education, XLII (November, 1965), 163.

<sup>2</sup>Sylvia Ashton-Warner, Teacher (New York: Bantam Books, 1963), pp. 28-46.

<sup>3</sup>Vera P. John and Leo S. Goldstein, "The Social Context of Language Acquisition," cited in Martin Deutsch, The Disadvantaged Child (New York: Basic Books, Inc., 1967), p. 163.

Middle class occupations require and permit verbal interaction with a variety of people whereas lower class occupations require minimal communications. Middle class develops a more flexible use of the language and this is important--it permits the adult to adjust his speech to fit the child's level of comprehension. The child from a low socio-economic background learns most of his language by means of receptive exposure--by hearing rather than the correction of his own speech. Words acquired with little corrective feedback in a stable learning environment will be of minimum use in communication at a later stage of development. Language is a socially conditioned relationship between the child's internal and external worlds. Once able to use words as communication the child can effectively change his own social and material reality.

A child must first learn labels and then he acquires the ability to categorize these labels. Next as a child learns multiple meanings of words, he becomes able to generalize and discriminate. By the quality and amount of corrective feedback he gives, the actively participating adult determines the breadth of the child's generalizations and the precision of his discrimination.

The teacher who is aware of the importance of verbal dialogue in the shift from labeling to categorizing can direct learning not only by her own interactions, but, also, by

helping children in the classroom to be effective speakers as well as active listeners.<sup>1</sup>

Perhaps the most structured approach to language is that of Omar K. Moore. He believes in starting early but his approach is different in that he uses reading as a self-contained method and uses the typewriter to develop language. The "talking typewriter" developed by the Thomas Edison Research Labs, teaches reading by programming the machine.

There may be several reasons for the success of this approach with the disadvantaged youngster:

1. The tactile or physical attraction to the child using a machine.
2. Almost simultaneously the child has the opportunity to see, listen, touch and speak.
3. The sequential teaching by means of small, discrete steps in which the child moves on only after he has responded with the correct answer.
4. As in all self-teaching devices, errors and corrections may be made without public censure.<sup>2</sup>

### III. READING

"If the school cannot teach an educable child to read, there is really nothing else of importance it can teach him."<sup>3</sup>

Faced with the traditional texts which dealt little if at all with the place of Negroes and other minority groups

---

<sup>1</sup>Ibid., p. 164.

<sup>2</sup>Loretan and Umans, op. cit., p. 50.

<sup>3</sup>Eunice Newton, "Planning for the Language Development of Disadvantaged Children and Youth," The Journal of Negro Education, XXXIII (Summer, 1964), 264-274.

in American life, and faced at the same time with classrooms filled with minority group children, many compensatory programs have placed great emphasis on devising enrichment materials that will provide children with a sense of having a significant place in the culture.<sup>1</sup>

Whereas some programs are developing their own texts, others are using the newer commercial texts.

The Detroit Public Schools Reading Series (Great Cities Program), published by Follett is a move in the direction of integrated texts. However, they have fallen into the trap of simply changing pictures from a suburban white family to a suburban Negro family. The vocabulary, concepts and structure have not changed to any perceptible degree, from the traditional basal readers.

Macmillan has begun publishing a series (Grades one through three) entitled Bank Street Readers which aims at discarding the stereotype (white suburban family). The books have extraordinary appeal for children. They have brightly colored metropolitan skylines, riverboats, airplanes, city streets with cars and traffic lights, and laundry strung out between fire escapes. The books portray city people not merely as "black and white," but with hints of many different complexions and features. The limited vocabulary makes for repetition and some dullness, however, an improved introduction to language usage--plural and punctuation have been added.

These books have merits only as "spring boards."

Although the intent is to build upon the real and the concrete, one also wants to open up new worlds, new discoveries, new possibilities. Urban readers can threaten this goal if used too often and for too long a period.<sup>2</sup>

---

<sup>1</sup>Gordon and Wilkerson, op. cit., p. 73.

<sup>2</sup>Loretan and Umans, op. cit., pp. 51-59.

Rowland and Hill<sup>1</sup> tested the hypothesis that the interest of children in materials for reading and creative writing would be influenced by the racial content of those materials and the race of the child.

Whipple<sup>2</sup> evaluated the effectiveness of three preprimers developed by the Detroit Public Schools and the Follett Publishing Company to meet the needs of pupils in multicultural areas by presenting stories which include both Negro and Caucasian characters and in which vocabulary and other characteristics are designed to promote the development of correct speech patterns. The effectiveness of these city school preprimers was assessed through "a classroom experiment" in which the performance of first-grade pupils using these readers was compared with that of first grade pupils using the Standard Series of readers.

Although the Whipple study found apparent superiority for the multiracial City Schools readers over the Standard Series readers with regard to the incidence among certain subgroups of perfect scores on the word recognition test and the number of errors on the oral reading test, this finding warrants only a very tentative interpretation. The overall mean

---

<sup>1</sup>Monroe Rowland and Patricia Hill, "Race Illustration and Interest in Materials for Reading and Creative Writing," Journal of Negro Education (Winter, 1965), 84-87.

<sup>2</sup>Gertrude Whipple, Appraisal of the City Schools Reading Program (Detroit: The Public Schools, November, 1963), p. 35.

mean differences reported on both tests were not statistically significant. Moreover, apparently no effort was made to determine whether functions of differences exist between the two sets of readers in characteristics other than their illustrations.

Whereas the Whipple study found strong preference for the multiracial readers among all sex and racial subgroups of pupils, the Rowland-Hill study found ambivalence of preference among Negro children and strong preference for the "white" reading materials among Caucasian children. A suitable explanation for these somewhat contradictory findings is not apparent.<sup>1</sup>

One approach to reading which has been quite effective is the multisensory approach; for example, one class centered their lesson around a live puppy that had been brought to class. The use of experience charts, word cards, and child-invented stories is a technique that has been used to encourage self-selection of both subject and vocabulary.

The enrichment of prereading experiences and related individualized reading materials at the primary grade level answers a fundamental need for disadvantaged children--that is to make learning to read a personally important goal and a personally relevant function.<sup>2</sup> Because of the short

---

<sup>1</sup>Miller, op. cit., p. 125.

<sup>2</sup>Gordon and Wilkerson, op. cit., p. 81.

attention span in activities involving the total group, individualized and small group instruction procedures could be useful.

Individualized reading materials must permit each individual learner to progress at his own learning rate, and they must accommodate individual learning styles and interests. Schools and publishers presently are producing such materials. Although many of these products already have met with enthusiastic reception more often than not, they are fledgling efforts that admittedly will require substantial refinement. Ideally the materials will:

1. come in small packages taking from several hours to several days to consume and will replace textbooks requiring a year or a semester to complete;
2. they will contribute to learning of concepts;
3. instruments for evaluation will be included;
4. they will accommodate specific learning styles;
5. there will be a sufficient variety of materials;
6. they will lend themselves to efficient storage and retrieval;
7. the learner will participate in expansion or improvement of the material.<sup>1</sup>

"The role of the teacher will be as a guide to and participant in the group process."<sup>2</sup>

#### IV. PRE-SCHOOL

In an attempt to compensate for the constricted life-space in which slum children must function educators in

---

<sup>1</sup>David W. Fraser, "What's Ahead for Pre-adolescence?," Childhood Education, XLVI (September - October, 1969), 26-27.

<sup>2</sup>Ibid.

Chicago, Baltimore, and New York, and other large cities have initiated programs of prekindergarten enrichment designed to include a dimension of experiences which is comparable to the background usually brought to school by students of the middle class. Some of the most important preschool programs now available include: Martin Deutsch's Institute for Developmental Studies, Montessori Schools, and Headstart Programs. Each of these will be dealt with in detail.

In the United States the pioneering agency in early childhood education was the Institute for Developmental Studies, a Division of the Department of Psychiatry of New York Medical College, now affiliated with New York University School of Education. It was founded in 1958 as a research and demonstration unit that could draw on offerings of a number of disciplines, not just psychiatry. It was concerned primarily with applied research.

Martin Deutsch, founder and director of the Institute wrote:

"Deprivation" may be the result of several components which must be recognized and dealt with methodically if an enrichment or intervention program is to succeed.

The Institute has arranged for broad areas in which to work with the disadvantaged child. They are: language, conceptual abilities, reading, and self-concept and social interaction.<sup>1</sup>

---

<sup>1</sup>Martin Deutsch, "Early Social Environment: Its Influence on School Adaptation," Schreiber (ed.), The School Dropout (Washington: National Education Association, 1964), pp. 97-98.



Taking the specific negative characteristics into consideration, the Institute has proceeded to build a curriculum around them. In its 1966 progress report to the Office of Economic Opportunity, the Institute stated:

It is our hypothesis that the disadvantaged child needs a specially sequenced curriculum, designed to build cognitive skills and improve linguistic and perceptual abilities. This curriculum should be continued through at least the first three school years in addition to the two preschool years if the disadvantaged child is to develop the more logical and abstract thought processes needed for learning and academic success.<sup>1</sup>

The Institute has been developing a sequenced curriculum which emphasizes the development of a positive self-concept and a high motivation level.

The program is further built on the idea that the child's own sequence of learning is threefold: from sensory-motor level to perceptual to conceptual.

Borrowing from Piaget, it is assumed that in learning there is a developmental progression, a sequence including three stages or levels of learning and development.

1. the sensory-motor level, in which perceptual discriminations are facilitated through the child's actual contact with materials;
2. the perceptual level, in which discriminations are facilitated through the presentations of contrasting stimuli (different colors, shapes, sizes, and sounds and their coordination with differentiated verbal levels; and

---

<sup>1</sup>Institute for Developmental Studies Progress Report, April 29, 1965 - June 30, 1966 and Continuation Proposal, June 1, 1966 - June 30, 1967, submitted to OEO (March, 1966), p. 86.

3. the ideational-representational level, in which situations are presented through verbal and conceptual levels with a minimum of concrete perceptual support.<sup>1</sup>

The Institute's intervention curriculum is based on traditional procedures, plus being highly structured.

Essentially these efforts resemble Maria Montessori's school for poor children, the Casa Dei Bambini, begun in Rome over half a century ago. Just as the purpose of Montessori's Roman venture was to make learning enjoyable in a prepared environment and to overcome home conditions that might foster alienation and failure in school, so, too, the focus of contemporary pre-school experiments is on removing academic handicaps which might otherwise confront children upon entering school.<sup>2</sup>

There is much in the Montessori technology that could productively be re-examined and incorporated into compensatory programs. Basically, this includes the organization of perceptual stimuli in the classroom so the objects that convey and illustrate the concept of size and size differential are all the same color and shape. Use of such materials should make it possible for size discriminations to be learned more easily. This method is, of course, carried over to many

---

<sup>1</sup>Richard Ellis, "Educational Programming for Pre-school Children," speech published in Child Study, XXVIII, No. 2 (Summer, 1966), 27.

<sup>2</sup>Strom, op. cit., p. 17.

fields and the availability of such stimuli under the Montessori system gives the child an opportunity to select materials consistent with his own developmental capabilities. This makes possible success experience, positive reinforcement and motivation and subsequent enhancement of involvement.

The attention to the minutiae of learning, and the systematic exposure to new learning elements based on prior experience, could allow for the development of individualized learning profiles. This would be particularly appropriate for a compensatory program where there is a great deal of variation in individual needs.<sup>1</sup> There is, however, a major variable which is apparently inadequately handled by this method and that is language. Language can be thought of as a crucial ingredient in concept formation, problem solving, and in the relating to and interpretation of the environment.<sup>2</sup>

James Hymes, Jr., a professor of education at the University of Maryland, argued that the Montessori method is inappropriate to the American schools because Montessori schools tend to minimize the field of children's literature, field trips, the significance of dramatic play and outdoor

---

<sup>1</sup>Maria Montessori, Education for a New World (Wheaton, Illinois: Theosophical Press, 1959).

<sup>2</sup>Martin Deutsch and Associates, The Disadvantaged Child (New York: Basic Books, Inc., 1967), p. 70.

activities; schools do not foster freedom and teachers tend to be more controlling.<sup>1</sup>

Diane Feeley argued for the worth of the method by saying:

Montessori's concepts of a heterogeneous class, where older children often teach younger ones, of children being able to learn abstract concepts if only there are concrete means by which they can be grasped, of individualizing instruction, and of having a sequential pattern of learning--are positive contributions of Montessori.<sup>2</sup>

The third pre-school program to be discussed in this paper is Headstart. No project for the disadvantaged child has received the public attention given to Headstart, a program for pre-school children developed and funded by the Office of Economic Opportunity.

Although the direct stimulus to Headstart's development was probably Martin Deutsch's experiments with creating a highly effective prenursery experience to provide conceptual readiness for disadvantaged children, the Federally-sponsored program moves far beyond the Deutsch model. The Child Development Centers funded by the Federal government project emphasize involvement of the parents to an unprecedented extent, give care for the medical and dental needs of the children in the

---

<sup>1</sup>James L. Hymes, Jr., "Montessori," Educational Leadership, XXIII (November, 1965), 127-131.

<sup>2</sup>Diane M. Feeley, "Letter to the Editor," Educational Leadership, XXIII (April, 1966), 531-532.

program; and provide psychological services where possible. School people are prone to view Headstart simply as a preparation for school, but its sponsors see it as a preparation for life.

In studies done on the effects of Headstart, it has been found that the average school does not provide a learning climate similar to Headstart which is characterized with smaller classes, specially trained teachers, supportive nonprofessional personnel and the involvement of parents; therefore when a child enters kindergarten, he does not retain the gains made in Headstart.

Follow-Through programs, as announced by President Johnson will be important in determining whether the children maintain a "headstart." These programs would continue the ideas of Headstart through the kindergarten, first and second grades.<sup>1</sup>

#### V. TEACHER RECRUITMENT AND TRAINING

"You never really understand a person until you consider things from his point of view. . . until you climb into his skin and walk around in it."<sup>2</sup>

---

<sup>1</sup>Miller, op. cit., pp. 132-142.

<sup>2</sup>Harper Lee, To Kill a Mockingbird (New York: J. B. Lippincott, 1960), p. 32.

While a number of recruitment schemes have been devised to fill inner-city vacancies, the most prominent method seems to be the arbitrary assignment of new and inexperienced teachers. Many of those teachers who reluctantly comply with the administrative request remain in the slum school only long enough to secure tenure or a transfer to a site of more favorable economic circumstances. Thus it is not strange that the recent Hauser study of education in Chicago found inner-city schools to be more overcrowded, employing less experienced, less educated teachers; and sustaining a higher incidence of temporary appointments among staff members and a higher rate of faculty turnover than schools in outlying areas.<sup>1</sup>

For most of the one hundred and fifty thousand teachers who graduate from college each year there will have been no access to a curriculum of specialized training for urban positions.

The importance of giving new teachers initial experiences that are satisfying cannot be overemphasized. Though many refuse to acknowledge it, the degree to which adjustment is satisfactory to the individual first-year teacher affects the quality of his service to the school, influences his decision to remain with the system and may determine whether

---

<sup>1</sup>National School Public Relations Association of Education (Washington: The Association and Department of the National Education Association, April 9, 1964), pp. 125-129.

or not he continues in the profession.<sup>1</sup>

An experimental project at Hunter College in New York City clearly demonstrated that placing pre-service teacher trainees in difficult schools for a period of supervised practice teaching would not only develop their competence to deal with disadvantaged pupils, but would also encourage them to choose a "difficult" school in which to teach.<sup>2</sup>

The member school systems of the Research Council of the Great Cities Program for School Improvement and cooperating colleges and universities have mobilized their combined resources to provide pre-service and in-service programs that will equip prospective teachers to teach disadvantaged children and will overcome the shock of embarking on a teaching career in an impacted, economically depressed area. It is believed that the students participating in these programs will be markedly better teachers of the disadvantaged than teachers who receive traditional preparation and that these students will devote their careers to teaching the disadvantaged.

The Great Cities involved include: Baltimore, Boston, Buffalo, Chicago, Cleveland, Detroit, Houston, Los Angeles, Milwaukee, New York, Philadelphia, Pittsburgh, St. Louis,

---

<sup>1</sup>Robert W. Strickler, "Follow-Through with the First Year Teacher," Educational Administration Supervision, XLV (January, 1959), 1-6.

<sup>2</sup>Gordon and Wilkerson, op. cit., p. 54.

San Francisco, and Washington.

The objectives of the developmental activities were:

1. To describe satisfactory teacher behavior and performance in teaching the disadvantaged.
2. To describe effective curricular content.
3. To determine criteria for measuring success of teacher-education programs, and,
4. To develop prototype teacher education programs in selected cities.<sup>1</sup>

Teachers were to work with pupils on four major aspects of the curriculum: (1) Basic Skills, (2) Personal-social development, (3) Desirable school behaviors, and (4) Community environmental understandings.<sup>2</sup>

Teachers were to: (1) provide interaction for pupils with other teachers and with adults in the community through sequential exchanges, and (2) work cooperatively with teachers and community groups in developing an all-fronts attack on problems of educationally disadvantaged children.<sup>3</sup>

Though new teachers are interested chiefly in matters of knowing the community, the school and its procedures, most orientation programs focus on minor administrative duties of teachers or introductions of other staff members and are seldom related to in-service development.

Because the necessary preparation for a slum classroom is so important, it would seem a worthwhile consideration to

---

<sup>1</sup>Michael Usdan and Frederick Bertolaet, Teachers for the Disadvantaged (Chicago: Follett Publishing Company, 1966), pp. vi-ix.

<sup>2</sup>Ibid., p. 237.

<sup>3</sup>Ibid., p. 234.



bring newly-hired teachers assigned to the low-income district onto the job a month early. During the period before school opens they can attend daily workshop sessions on understanding the community, human relations, classroom practices, the functions of the supportive staff and what to do in any contingency. Discussions, lectures, films and organized trips directed by the principal, social worker, counselor, psychologist or the school nurse would be an integral part of the sessions.

Most educators agree that new staff members must not be forgotten once they enter the classroom. Yet a study by the National Education Association Research Division on first-year teachers shows that while 85 per cent needed help in handling discipline problems, 52 per cent received little or none; while 66 per cent needed help in getting acquainted with the community, 62 per cent received little or none; while 89 per cent needed understanding about assistance from supportive staff as the social worker, school nurse, and guidance counselor, 54 per cent received little or none; while 93 per cent needed help in keeping and making out official records and reports, 34 per cent received little or none; while 83 per cent needed help in working with retarded and gifted children, 73 per cent received little or none; while 85 per cent

needed help in understanding the goals of the school, 35 per cent received little or none; while 78 per cent needed help in making effective use of community resources, 72 per cent received little or none. It is imperative that every new teacher entering the slum school be assigned a more experienced staff member to whom he can bring questions and problems.<sup>1</sup>

Programs of in-service training ought not to be predicated on the assumption that all teachers have the same needs or require the same instruction at the same time in the same way: An issue can receive no more than perfunctory attention when the interested parties gather only once a month for an after-school meeting. To set aside several entire days a year specially for in-service training seems to be a more useful procedure. On these occasions instructors would attend the meetings concerning their particular interest.

One group might conceivably be interested in the improvement of classroom evaluation. These participants could study how to use informal testing techniques, including open-book examinations, how to identify potential in other than paper and pencil tests; or how to administer standardized tests. After emphasizing the importance of testing aspects such as drawing inferences, completing sentences, and following time

---

<sup>1</sup>National Education Association Research Division, "First Year Teachers in 1954-1955," National Education Association Research Bulletin (Washington: The Association, February, 1956), pp. 1-8.

limits and directions, training might include the techniques for meaningful drill in these skills. Gaining familiarity with practice materials designed to make children more sophisticated with reference to testing situations is also valuable. A discussion of the limitations of group verbal I.Q. tests for disadvantaged children and the diminishing I.Q. phenomenon can be followed with helps on administering and interpreting non-verbal examinations as a measure of potential.<sup>1</sup>

Other teachers are interested in pursuing such topics as techniques in improving the self-image of children, remedial instruction and materials for minority groups, conferring with and reporting to parents, and understanding the peer group. Because of the pressure for educating children at an earlier age, some elementary teachers might wish to have a refresher course regarding the development of pre-school children. It is well to remind ourselves that the reversal from deprivation to dignity in the slum depends in great measure on the school. Only with prepared teachers can one offer young people a readiness for the future.<sup>2</sup>

In order that resource persons of differing talents may make their unique contribution to the education of children, staff relations must of necessity be characterized by cooperation, interdependence, and mutual effort. Today the

---

<sup>1</sup>Ibid., p. 45.

<sup>2</sup>Ibid., p. 46.

responsibility for pupil advance and well-being is shared by other professionals outside the classroom, trained specialists whose area of competence enables them to handle issues for which teachers are unprepared. Whether their backgrounds be in guidance or social work, nursing or remedial reading, psychology or library science, supervision or administration, each of these specialists has a single function: to help teachers and pupils.<sup>1</sup>

The conflict that arises between a teacher and disadvantaged children generally has its roots in the cultural set each one brings as his personal background to the classroom.<sup>2</sup>

Frank Riessman said that even though the progressive approach to education emphasizes "learning by doing" (which fits the physical-motoric style of the disadvantaged), it is the old style, strict, highly structured teacher who appears to be most popular and effective with underprivileged children. When this teacher is also lively, and builds concepts from the ground up, and makes an effort to "win the children to learning," she is the model teacher for these youngsters.<sup>3</sup>

While Patricia Sexton might well agree with Riessman, she sees a different type of teacher as most adequate to

---

<sup>1</sup>Ibid., p. 48.

<sup>2</sup>Arnold Cheyney, Teaching Culturally Disadvantaged in the Elementary School (Columbus, Ohio: Charles Merrill Books, Inc., 1967), p. 25.

<sup>3</sup>Frank Riessman, The Culturally Deprived Child (New York: Harper and Row, 1962), p. 72.

develop the potentialities of these children. She further charges that the schools, for the most part, refuse to hire dedicated "reformers," those with zeal, compassion, and sometimes eccentricities, precisely because they are dedicated, zealous, and eccentric.<sup>1</sup>

The Educational Policies Commission recognizes the importance of the teacher's attitude toward her pupils this way: "The heart of the educational process is found in the skill, dedication and personality of the teacher. Foremost among the needed qualities of the teacher is respect for the pupil."<sup>2</sup>

Where teachers have low expectation and children low achievement, it may be helpful to do as the Banneker School District Program of St. Louis. Teachers in the district elementary schools were told to ignore I.Q. scores and teach as if all children had superior ability. This advice, combined with pupil and parent motivational techniques, effected some change in a deteriorating situation.<sup>3</sup>

Describing low-income children with adjectives like underprivileged, handicapped, culturally deprived and disadvantaged tends to create an image of less potential. John

---

<sup>1</sup>Sexton, op. cit., p. 233.

<sup>2</sup>Educational Policies Commission, Education and the Disadvantaged American (Washington: National Education Association, 1962), p. 19.

<sup>3</sup>Gordon and Wilkerson, op. cit., p. 57.

Niemeyer, President of Bank Street College in New York City contended, "A major reason for low achievement among children in poor neighborhoods is the low expectation as to their learning capacity held by their teachers."

Many opportunities for teaching and guidance are forfeited because:

1. We lack understanding regarding the customs, mores and values that govern behavior;
2. The mechanisms through which slum children can be most influenced;
3. The structure and operation of powerful peer groups;
4. The real causes underlying academic difficulty;
5. The potential support for elements of education in the home, and
6. The manner and media for communication with the parents.<sup>1</sup>

Although most prospective teachers desire training in these areas, seldom do college counseling, curriculum, and scheduling encourage it. Were the future teachers in any academic major to receive some training in urban sociology, psychology of motivation, culture pattern and personality, human development and the teaching of reading, the circumstance within the slum might be markedly improved in terms of instructional quality, pupil progress, home-school relations, and teacher morale and tenure. When educators fail to use the potential academic strengths of childhood experience in low-income groups, such strengths become nonfunctional. Much of the slum youngster's competitive potential vanishes when he is

---

<sup>1</sup>Strom, op. cit., p. 35.

forced to compete by using strengths not engendered in his background but characteristic of life in middle class families.<sup>1</sup>

Pupils from extended families in the slum are often unfamiliar with scheduling, time limits, and assignment deadlines. In the absence of planning at home and with little background in making decisions, they find themselves in difficulty when confronted with deliberative situations in which circumstance does not choose for them but rather they themselves must decide alone. They tend to find multiple choice examinations much more difficult than true-false. Nevertheless, these children have a remarkable degree of independence and seldom need continual adult approval for their actions. As a result, they might well be given responsibilities in the classroom, but under the current system anyone with poor grades is denied such an opportunity. The incentive system of working against others is unlikely to motivate such children and neither will failure bring a zealous search for knowledge. It appears that one must use whatever familial strengths are engendered in the low-income home to help the child become an effective learner.<sup>2</sup>

Agreement on the need for discipline is not always accompanied by a consensus as to method. This is as it should

---

<sup>1</sup>Ibid.

<sup>2</sup>Ibid., p. 36.

be because no method of discipline is equally effective with all children. Powerful peer influences extend to affect pupil-teacher rapport and classroom behavior. Apparently the social values of low-income peer groups must be known if one is to use discipline that is primarily preventive of misconduct, secondarily corrective and never retributive. In the final analysis, a teacher's effectiveness is adversely affected if his understanding of student behavioral norms is not in direct relation to reality. It follows that to know the student better is to be a better teacher.<sup>1</sup>

In reading and mathematics an emphasis is needed on remedial instruction and diagnostics, not on determining how poor a pupil is, but what difficulties preclude his success. Poor families cannot initially be expected to gain enthusiasm or insight through lectures, organized meetings or other formal activities that might demand unrealistic levels of scholarship and concentration. Instead they can be involved through visits to the home by their child's teacher, individual conferences at school, observation of classroom lessons and group discussion with other parents on problems related to child development.<sup>2</sup>

Conant has urged that every institution purporting to train teachers employ three or four clinical professors who,

---

<sup>1</sup>Ibid., pp. 40-41.

<sup>2</sup>Ibid., p. 42.



as competent scholars, spend at least half their time teaching in their particular discipline and the remaining portion supervising, counseling, and conferring with student teachers as well as deciding on their certification.<sup>1</sup>

Concerning books of interest to teachers training in disadvantaged areas, Dr. Kenneth Clark's article, "Educational Stimulation of Racially Disadvantaged Youth," analyzed Patricia Sexton's book, Education and Income, and James B. Conant's book, Slums and Suburbs.

Dr. Clark wrote:

Dr. Sexton's analysis of the relationship between social and economic status and the quality of education provided for children in the public schools of a northern urban community is a model of objective social science and educational research. The data presented by her demonstrate conclusively that curricula, educational standards, quality of teaching, educational facilities and materials and academic achievement of children are directly related to the socioeconomic status of the majority of children attending a particular school.

She attempts to determine the specific role of a particular school on the average level of academic performance of the children in that school towards their children--particularly if there is a marked class discrepancy between teachers and students; the expectations of these teachers and the effect of these expectations on the actual performance of their children; and the children's perspective of themselves, their teachers, and their school. This is relevant to find how children from depressed backgrounds can be motivated for maximum academic achievement.<sup>2</sup>

---

<sup>1</sup>James B. Conant, The Education of American Teachers (New York: McGraw-Hill Book Company, 1963), 275 pp.

<sup>2</sup>Everett Keach, Robert Fulton, William Gardner, Education and Social Crisis: Perspectives on Teaching Disadvantaged Youth (New York: John Wiley and Sons, Inc., 1967), pp. 294-310.

Conant in Slums and Suburbs stated that half of the children in deprived neighborhoods drop out of school in grades nine, ten, and eleven; the per pupil expenditure in deprived schools is less than half the per pupil expenditure in a privileged school; and that there are seventy professionals per thousand pupils in privileged schools and forty or fewer professionals per thousand pupils in deprived schools.<sup>1</sup>

Dr. Clark acknowledged these facts as being relevant but went on to criticize Conant for his assumptions on black Americans.

Dr. Clark wrote:

After critical reading and analysis of this book one is appalled at the anachronistic assumptions of the author. The unmodified theme that runs throughout the book is that there are two types of human beings--those who can be educated and those who cannot be educated. Those who cannot be educated live in slums. And for the most part, those who live in slums are Negroes and those who live in suburbs are white. Children who live in the slums should be provided with practical, vocational-job-oriented-education and children in the suburbs should be provided with that level of academic education which is appropriate to their level of intelligence.

Conant discusses problems of contemporary education in terms of static assumptions and procedures of the past. This book may have been accepted in the first two decades of the twentieth century, but it cannot be taken seriously now.<sup>2</sup>

---

<sup>1</sup>James B. Conant, Slums and Suburbs (New York: McGraw Hill Book Company, 1961), pp. 2-3.

<sup>2</sup>Keach, Fulton, and Gardner, op. cit., p. 310.

## VI. TEACHER CORPS

In order to get good teachers for the poverty schools measures that have been suggested include: rotation of personnel, establishment of educational parks or plazas and programs designed to develop indigenous leadership. John Galbraith, Harvard University economist, has recently proposed to ameliorate the situation by creating a national teacher corps composed of ten thousand of the nation's best educators. These persons would be paid twelve thousand dollars per annum to work in the urban and rural schools where urgent efforts are needed.<sup>1</sup>

Now the Teacher Corps is a reality. It is a nationwide effort to improve educational opportunities for children from low income families by attracting able college graduates to a two-year program of professional training and service in poverty area schools. The Teacher Corps training unit is the team--a group of three to six inexperienced teacher-interns led by a veteran teacher from the school system. The Teacher Corps team works as a unit part-time in the public school, part-time in the neighboring community, and part-time in study toward a Master's degree and teacher certification at a nearby cooperating university. Three-fourths of Corps teams are in

---

<sup>1</sup>John Kenneth Galbraith, "A Two-part Answer to Poverty," U. S. News and World Report, LVI (June 22, 1964), 125-129.

elementary education. Corps teams serve in 124 school systems and study in forty-nine university training centers in twenty-eight states, Puerto Rico, and the District of Columbia. About half the school systems are in the cities and half in small towns and rural areas.

Some 1,900 men and women--350 experienced team leaders and 1,520 college graduates--work in 350 teams to develop their skills and their understanding of education of the disadvantaged.

The veteran teachers are certified and usually have a Master's degree, and about five years experience. Teacher-interns are college graduates, four-fifths of them with liberal arts, business or science degrees. They receive provisional certification when they enter the school system.

Local school systems run Teacher Corps programs, in cooperation with a nearby university, and with the approval of their State Department of Education and of Teacher Corps Washington.

Since its inception in June, 1966, four-fifths of the universities working with Teacher Corps report they have developed special courses and/or procedures for training. Over half say these special courses have influenced other teacher training programs at their universities. A third indicate that Corps-developed courses are now given to other students. University-school relations have become more

meaningful as faculties have become more sensitive to local school needs through cooperating on Teacher Corps programs.<sup>1</sup>

The Teacher Corps is a start. Most slum children will grow in proportion to the respect which the teachers have for them. At its best, teacher respect will be demonstrated by adapting instructional methods to fit pupil style, pace and learning type. By establishing an academic environment in which pupils can achieve, maintaining expectations that are realistic and using methods of evaluation that relate to personal growth, teachers can be more successful in low-income neighborhoods.

## VII. GUIDANCE

An area of extreme importance in working with the disadvantaged student is in guidance. Children of the slum areas often have difficulty deciding what kind of work to prepare themselves for. In general, low-income parents lack cognizance of their child's ability and possess only a limited familiarity with work types. The function of the guidance counselor is to indicate the three broad factors that enter the choice of a vocation:

- (a) A clear understanding of oneself, and one's attributes, abilities, ambitions, resources, limitations and their causes;

---

<sup>1</sup>Fact Sheet of Teacher Corps, obtained at Drake University, June, 1969.

- (b) Knowledge of the requirements, conditions of success, advantages and compensations, opportunities and prospects in different lines of work, and
- (c) True reasoning of the relations of these two groups of factors.<sup>1</sup>

If there were more guidance counselors available in elementary school, they might well serve as a preventive mental health treatment.<sup>2</sup>

Clark Moustakas of Detroit's Merrill-Palmer Institute believed that children should be given the chance to bring their feelings out into the open in the classroom. The benefits of such a program are: emotional release in a non-destructive way, students get a deeper sense of themselves and others in the room including the teacher. Children learn that it is not shameful to have feelings of anger and fear. However, where real class teamwork has not been established, the kids who admit they are afraid of something may never be allowed to forget it.<sup>3</sup>

Learning how to study is very important for a student: he should not feel there is something wrong with him because it takes him a long time to get down to work. Guidance people and teachers need to develop understanding of various styles of learning and the ways in which to relate study habits to these styles.<sup>4</sup>

---

<sup>1</sup>Strom, op. cit., p. 53.

<sup>2</sup>Ibid.

<sup>3</sup>Dorothy Rich, "Let the Kids Talk Out Their Feelings in Class?," Des Moines Tribune (April 11, 1969), p. 16.

<sup>4</sup>Riessman, op. cit., pp. 29-30.

One study done in a large city in New England indicated that disadvantaged children do not necessarily have lower self-esteem than advantaged youngsters.

A comparative study was done of the self-perceptions of disadvantaged children with those of advantaged children in grades four to eight of a New England city's elementary school system. The results from an analysis of variance design indicated more positive self-perceptions on all measures (self concept, ideal concept, reflected self-teacher, reflected self-classmates, reflected self-parent) for disadvantaged children over advantaged children as a whole, for disadvantaged boys over advantaged boys, for advantaged girls over disadvantaged girls; and grade four over grade eight in both groups.<sup>1</sup>

#### VIII. CREATIVITY

Riessman, talking about the language of deprived children said: "Creative word power is shown in the language of gangs, that is: bop-to fight; bread-money; cool it-take it easy; dig-to understand; jazz-worthless talk; pad-room; rank-to insult."<sup>2</sup>

Disadvantaged children often show their creativity in non-academic ways. One often observes children in deprived neighborhoods playing basketball by tying a fruit basket, with the bottom removed, to a fire escape. This requires a fair amount of creative ingenuity.<sup>3</sup>

---

<sup>1</sup>Anthony T. Soares and Louise M. Soares, "Self-perceptions of Culturally Disadvantaged Children," American Education Research Journal, VI (January, 1969), 31.

<sup>2</sup>Riessman, op. cit., p. 75.

<sup>3</sup>Ibid., p. 60.

---

The current emphasis on creativity in the schools stems from an expanded concept of mental functioning. It is no longer widely believed that memory, vocabulary, number facility, and general reasoning are the composite of men's abilities. Instead there is now rather general acceptance regarding the importance of the creative thinking abilities which include fluency, flexibility, originality, elaboration and redefinition. How divergence is handled in the classroom can affect development of the creative process. The way creative abilities of slum children are expressed has often been overlooked because their curiosity does not express itself in well-phrased query and they may have difficulties in putting their ideas down on paper.

Teachers can encourage creative thinking by respecting unusual questions and ideas, and by helping children develop powerful skills of inquiry--especially how to sustain, refine and test a hypothesis. Creative process is stimulated also when thinking is made a legitimate classroom activity, when periods of nonevaluative learning are permitted, when recognition is given to the fact that not all learning is expressed in verbal form, and when the teacher relationship to the pupil is primarily one of support.<sup>1</sup>

---

<sup>1</sup>Strom, op. cit., p. 78.



## IX. PARENTAL INVOLVEMENT

Unlike other holders of joint responsibility for human welfare, parent and teacher spend little time together in mapping strategies, sharing information and planning for a child's well-being, despite the fact that both have a genuine interest in the child, are committed to his development, and claim to seek the best help available where his welfare is concerned.

At Michigan State University, researchers found that as self-concept of ability is altered, there tend to be corresponding changes in grades achieved. What makes this relevant to the present discussion is that in attempts to change pupil self-concept (a) formal learning groups and information sessions, (b) group and individual counseling, and (c) training parents to promote the improvement of child self view, only the last method resulted in a significant change as shown by improved grades. These findings indicating the importance of parental influence on self-concept seem to suggest that schools might well train parents how best to develop positive self-image at home. Meetings of parents and teachers with this objective in mind would be more meaningful than social visits to the classroom once a year.<sup>1</sup>

---

<sup>1</sup>W. Brookover, T. Shaler, and A. Paterson, Self-concept of Ability and School Achievement (New York: John Wiley and Sons, 1965), chap. 1.

Frank Riessman, writing about new careers for the poor, took a positive position in proposing new jobs for which the poor and often parents in the slum community can be trained.

More than two hundred thousand persons who have no formal teaching credentials are now working with teachers in American classrooms. The roles, responsibilities, and regulations concerning the employment of this rapidly growing class of paraprofessionals are major considerations of state departments of education. The National Education Association and the American Federation of Teachers, as well as their national and state-affiliated teacher organizations, are becoming deeply involved as new research reveals that the most important training need of teacher-members is how to work effectively with aides.

Although thousands of schools have adopted the use of paraprofessionals to work both within and without the classrooms, few have made their employment a part of a career advancement system. Such a system should provide an occupational track or tracks beginning with entry-level workers who lack formal education and training, and provide opportunities for step-by-step advancement. This requires that training be built into the employment situation.

Teacher aides hired from the community can bring into the school system what the community wants in the way of education. Ideally, they will not be trained by the system; they

will help to change it.

Recent predictions are that by 1977 there will be one and half million teacher aides in the United States; there are now about two hundred thousand. Recent reports from five states indicate that there has been distinct improvement of learning of children due to the employment of aides. This is true particularly where career-oriented programs allow aides to become teachers under a work-study arrangement.

The new aides must be involved in a career pattern. They are not part-time volunteers; they are part of a powerful new consumer control. Often poor--not middle class--housewives, they are becoming rehabilitated, learning themselves through helping others. This new manpower, the indigenous paraprofessionals, must be involved in providing new patterns of instruction directed toward new educational goals.<sup>1</sup>

#### X. COMMUNITY INVOLVEMENT

New York, like many other cities, is developing programs to give communities a larger share of the responsibility in determining school policies. The Ford Foundation and the United States Office of Education have helped to foster such efforts, and both the National Education Association and the American Federation of Teachers have endorsed the move toward community control.

---

<sup>1</sup>Frank Riessman and Alan Gartner, "New Careers, and Pupil Learning," California Teachers Association Journal, LXV (March, 1969), 7-9.

As long as the school bureaucracies continue to frustrate black citizens in their hopes for better schools, the demands for community control will increase in number and volume throughout the nation. Since most city school boards have been unable to make significant improvements, they will eventually yield to those demands. The effectiveness of the new structure will depend in large measure upon the amount of planning that accompanies the change, the flexibility of the new arrangement, and the cooperation of all of those involved--community residents, teachers, administrators, and boards of education.<sup>1</sup>

James Farmer in the National Education Association Reporter also emphasizes that communities should control their schools. He calls for changes in the school curriculum, suggesting the adding of teaching about black culture so that black children can learn about themselves.<sup>2</sup>

The ethnic name "Negro" was the word used to identify chattel slaves. "Negar, Nigra, nigger, Negro": These words mean precisely the same--one with no source of origin, no country on the map he can locate as that of his ancestors.

The year 1969 has culminated in black study programs in many inner city schools. "Black" has taken the place of

---

<sup>1</sup>Henry M. Levin, "What's Ahead for City Schools?," Parents Magazine, XLII (May, 1967), 44.

<sup>2</sup>James Farmer, "Communities Should Control Their Schools," National Education Association Reporter (February 28, 1969), p. 7.

the word "Negro."<sup>1</sup>

Teachers at the Center for Inner City Studies in Chicago study the social meaning of black dances. They put on a class project "Rapsodi in Black." The title is derived from "rap," ghetto word for "talk."<sup>2</sup>

Today books for children, including their school textbooks, are undergoing much needed change to satisfy the demands of black people everywhere for the teaching of their heritage. As teachers, black or white, they must educate themselves to the heritage of all people. If they fail to do so, they shortchange the very children who as leaders in a complex, multiethnic, and multiracial world, must someday assume the burden of answering the needs of all people.

In teaching a unit on black culture students can study areas in art, music, literature, theatre, history, et cetera.

Many black churches have pictures of a black Christ and a black Madonna. Let children speculate why this is so.

The Wall of Pride and the Wall of Respect being painted in cities all over America are crying out to all that there is hope in the midst of despair. Here is one's heritage. The people of today are proud and they know that their ancestral roots grow deep.

---

<sup>1</sup>Edwina Johnson, "The Child in the Prestige Vacuum," Integrated Education, I, No. 6 (December, 1963), 13.

<sup>2</sup>David Llorens, "Rapsodi in Black," American Education (Washington: U. S. Department of Health, Education and Welfare, Office of Education, November, 1968). (A pamphlet.)

Music, using such instruments as gourds, horns, marimbas and mandolins, has always played an important part in African culture. Children can do research and make replicas of early African instruments in connection with a unit on Africa or the history of communication or of music.

Songs which might have been used following a successful escape by black slaves were: "Free at Last," and "My Lord, What a Morning!" Children could be helped to locate other songs of this nature and compare them to the civil rights songs of today.

In literature children could make a Proverb Scrapbook after studying African folklore, legends, proverbs, and riddles.

Blacks like James Baldwin, Arna Bontemps, Paul Lawrence Dunbar, Gwendolyn Brooks, James Weldon Johnson, Langston Hughes, Richard Wright, and Fredrick Douglass have been voices keeping alive the rich heritage of the black man. The school book club could report on awards given to black authors and during Negro History Week children may be given the opportunity to read biographies and write reports on outstanding black Americans.

Other activities include use of reference materials, especially the encyclopedia, self-expression, group work in gathering and organizing materials, individualized reading, designing original bulletin boards, memorizing and reciting

poetry, writing original poems, listening to recordings and viewing films and many others that will motivate and enrich the teaching of this unit.<sup>1</sup>

Along with the teaching of black studies comes the issue of busing to eliminate de facto segregation and achieve equal educational opportunity for blacks as well as whites.

For the purposes of this paper "busing" will be limited to those programs which transport ghetto youth into essentially white schools and place them in classes where they are a clear-cut minority (less than 25 per cent of the total class).

The assumptions have to do with styles of learning, reinforcement, level of expectations and modeling. In brief, the ghetto child enters school with a "style of learning" that does not generally facilitate school success. Because of the homogeneity of the ghetto school this style or pattern is reinforced by the general population and eventually the expectation is that this pattern will persist and dominate. In contrast, when the ghetto child is placed in a suburban school, his crystallized pattern is confronted with new situations and reactions. There is a tendency for the pattern to become less stable because of different response sets and different expectations. It is felt that the characteristics of the majority of the pupils in a classroom are a powerful determinant of

---

<sup>1</sup>Dolores Cooper, "The Negro and Our Cultural Environment," The Instructor, LXIX (August - September, 1969), 67-71.

individual pupil behavior and of teacher interaction, including teacher expectation. Viewed in this light busing constitutes a frontal attack upon two highly-valued educational myths: the neighborhood school and homogeneous grouping.

For most cities (and this obviously does not include cities like Washington, D.C., or New York) the problem which inhibits large-scale busing is not lack of suburban classrooms or lack of funds, but rather it is the political obstacle. The issue is not often "can it be done?"; rather it is usually "does one really want to do it?"

Perhaps the most striking element is the consistently favorable response from all who have been associated with these projects: educators, pupils, Negro parents, research personnel and to a large extent, white parents. Opposition tends to come from sources, varied as they be (from white conservative newspaper columnists to black militant leaders), who have had little, if any, direct contact with the program.<sup>1</sup>

However, one year later, a different opinion is heard.

Only a few years ago, busing was being hailed by civil rights leaders as the answer to Northern-style segregation--the so-called "de facto" segregation that occurs when children living in all-black or all-white neighborhoods attend neighborhood schools.

---

<sup>1</sup>Thomas W. Mahan, "The Busing of Students for Equal Opportunities," Journal of Negro Education, XXXVII, No. 3 (Summer, 1968), 291-299.



Among civil-rights leaders, educators, and Negroes themselves, doubts are growing about the value of busing either as a method of integration or as a method of improving education. Interest is growing in a different idea--that Negroes may benefit more from an improvement of schools in their own neighborhoods than they do from being bused into white schools.

All this does not mean that busing is not working or is being abandoned as a way of integration. In a number of smaller cities, where black pupils are a minority, busing has worked with considerable success in what educators call "racial balance."

It is in larger cities or in cities with big proportions of Negroes in the schools that busing encounters its greatest problems.

New York City has spent three million dollars a year on busing alone for the past twelve years and has had more turmoil than success. Chicago has insisted on maintaining the neighborhood school. In California opposition to compulsory busing for integration is mounting steadily as in Denver and Michigan. James Farmer, Civil Rights Leader and now assistant secretary of Health, Education, and Welfare, also has changed his mind about the value of busing.<sup>1</sup>

---

<sup>1</sup>"Why School Busing Is in Trouble," U. S. News and World Report, LXVII (October 13, 1969), 13-15.

So, as yet there is no clear-cut solution on how to achieve racial balance or integration of all-white or all-black schools.

#### XI. PROGRAMS FOR THE DISADVANTAGED STUDENT

In compensatory education the program's particular emphasis is on preventing and salvaging of school dropouts and preparing for school through pre-school programs.

1. Project Headstart. It is the largest compensatory program so far; it is nationwide and has served over one million children. Its broadbased program is designed to take children immediately preceding school entrance through a program of educational, medical and social service to better prepare for primary school. Gains are reflected by higher academic performance levels by Headstart children than by children not served. The persistence of gains made by these children, however, is not consistent.

Subjectively assessed changes in social-emotional maturation and in general readiness to benefit from the formal learning experiences of the primary school are more universally reported and are perceived by teachers as being more persistent. However, the long term impact of Headstart as an antidote to the destructive influence of poverty and inferior status on

educational and social development is yet to be established.<sup>1</sup>

2. Title I and Title III Projects. A second category of program is that which has been developed with the support from Title I and III of the Elementary and Secondary Education Act. With even more diversity with respect to program elements and quality than is true of Project Headstart, the Title I program in particular, has been directed at improving the capabilities of the schools, in areas where disadvantaged children are concentrated. The legislation and regulations give the states and school systems wide degrees of freedom to develop programs and resources directed at the needs of poor children. Practically all the fifty states have done something under one or both of these titles.

Reports on these efforts are available for 1965 and 1966. The review of this data is not encouraging. The reports indicate that:

- (1) In most instances money was made available in such haste that the quality of planning and development of programs was severely limited.
- (2) Many programs have been operative for too brief a period to be effectively evaluated.
- (3) Many programs were funded at levels insufficient to meet the requirements necessary to do an adequate job.
- (4) Most programs could not find adequate and appropriate personnel to mount major efforts.

---

<sup>1</sup>Edmund W. Gordon and Adelaide Jablonsky, "Compensatory Education in the Equalization of Educational Opportunity," Journal of Negro Education, XXXVII, No. 3 (Summer, 1968), 270.

- (5) Most programs were unable to report appreciable improvement in academic achievement for the target populations.
- (6) Most programs tended to increase the quantity of services available without any substantive change in content and quality.<sup>1</sup>

Among programs reporting positive findings, the tendency was toward improved morale, higher teacher expectation, improved staff-perceived climates for learning, improved attendance, and reduced school dropout rates. These gains are not to be demeaned; but the development of compensatory education under support from Titles I and III has not yet resulted in a major change in the schools' success patterns with children from disadvantaged backgrounds.<sup>2</sup>

3. Upward Bound Program. Upward Bound is a national program designed to assist and increase the number of disadvantaged youth who enroll in some sort of post-secondary education. The program's primary focus is on developing interest in higher education among tenth and eleventh grade pupils from poor families. Starting in 1965 and continuing in 1966 the program was expanded to include 220 colleges, and universities. The number of students increased from two thousand to twenty thousand in one year. Data from six of the original programs indicate that 80 per cent of students enrolled continued their education, 78 per cent of the students entered college compared

---

<sup>1</sup>Ibid.

<sup>2</sup>Ibid.

to the 8 per cent who normally would have gone to college. Data on college retention rates show that the dropout rate for Upward Bound youth in college is the same rate as for all other college youth.<sup>1</sup>

4. School Dropout Programs. In the early 1960's considerable national attention was directed at the problems of the school dropout. In the summer of 1963 President Kennedy set into motion a large scale national campaign focused on sixty-three of the larger cities in the country. Almost sixty thousand young people were contacted in that initial effort. Other projects have started on that crash program.

Data on the initial effort in 1963 indicate that 52 per cent of the youth contacted actually returned to formal school affiliations. A review of the nation's attempt at doing this indicates that money and resources are seldom sufficiently concentrated to achieve the obvious goal.<sup>2</sup>

5. Banneker Project of St. Louis, Missouri. "Operation Motivation" was initiated in the Banneker School District of St. Louis, Missouri, in 1957, under the direction of Dr. Samuel Shepard. The program is an attempt to raise the academic achievement of children in kindergarten through eighth grades by concentrating on attitude change on the part of teachers, pupils and parents rather than through specific curriculum modification.

---

<sup>1</sup>Ibid., p. 271.

<sup>2</sup>Ibid.

The Banneker Project attempted to appeal directly to the sense of pride and competitive spirit of the pupils.<sup>1</sup>

Teachers were encouraged to give pupils a sense of the direct relation between present day school work and future employment, to "quit teaching by I.Q. . . .quit their attitudes of condescension. . . .assign homework. . . .and visit the homes of the parents." Meetings were held with parents at which they were persuaded to look forward to a better future for their children, to inspire their children to regard school as the best means of self-fulfillment and upward mobility.

In the evaluation of the Banneker Project, student performance was compared with national norms and with norms found in other nearly all-Negro and all-white schools. When compared with other all-Negro schools, the Banneker School's academic standing showed no advance during the Project years. In 1965-66 the position of the Banneker schools relative to nearly all-white schools remained inferior. In looking at more than academic achievement test scores, Dr. Shepard has reported that the children have been more interested in school, have been better behaved, and have had better attendance, that teachers have been working harder, and that there has been excellent cooperation from parents.<sup>2</sup>

6. More Effective Schools Program of New York, New York. This program was initiated in 1964 in ten New York City

---

<sup>1</sup>Ibid., p. 272.

<sup>2</sup>Ibid., p. 273.

elementary schools and expanded in September, 1965, to include eleven additional city schools. The Program was intended to create basic changes in curriculum, personnel, school plant and organization and school-community relations. Specific program elements were to include provision of teacher specialists, team teaching, reduced class size, heterogeneous grouping, and intensive work with parents and community.

Despite these organizational changes, "little has happened in the way of innovation or restructuring in the basic teaching process."

On the basis of standardized tests and classroom observations, children in some More Effective Schools made significant achievement gains over children in designated control schools and in other specific service schools. In general, reading retardation was reduced in More Effective Schools more so than in control schools.

In addition to measured cognitive gains a clear sense of "enthusiasm, interest, and hope" has been reported among administrative staff and teaching faculty as well as parents and community in general.<sup>1</sup>

7. Higher Horizons Program of New York, New York.

Higher Horizons was begun in 1959 to serve twelve thousand children from thirty-one elementary schools and thirteen

---

<sup>1</sup>Ibid., p. 274.

junior high schools, and was expanded in 1962 to include sixty-four thousand children. The major purpose of Higher Horizons was to develop techniques for the identification, motivation, enrichment, and education of the culturally disadvantaged children and to perfect means for stimulating them and their families to pursue higher educational and vocational goals. The foci of the program were intensive individual and group counseling, cultural and occupational experiences, remedial services, and parent education. Several hundred specialized personnel were added to the staffs of the project schools. The extra teachers were used as curriculum assistants, teacher training specialists, or subject matter (particularly reading) specialists; each teacher was expected to spend a good part of his time on parent and community education, cultural activities and in-service training, as well as on curriculum improvement and remedial work.

Evaluation reported that there were no significant differences between Higher Horizons and control group children on reading and arithmetic achievement, ratings on school attitudes, self-image, and educational-vocational aspirations. Despite these disappointing results, the professional staff in the program were observed to be favorably disposed to the Program. They felt that it was most successful in providing cultural opportunities and extra remedial guidance services and that its least effect was on students' behavior, study



habits, and educational goals.<sup>1</sup>

Dorsey Baynham reported on "Great Cities Projects" in St. Louis, Milwaukee, San Francisco, Washington, D.C., Cleveland, Pittsburgh, Philadelphia and Chicago.<sup>2</sup>

Dr. Engelmann, senior education specialist at the Bureau of Educational Research at the University of Illinois, has an experiment with disadvantaged children which is highly structured in emphasis on language and work with numbers; the teacher carefully spells out each step and repeats as often as necessary, until every child is "turned on," confident that he can learn. The program is structured "so that children don't make mistakes." When the fear of failure is eliminated, children find the fun of learning. In small classes of three to seven children the accent is on reading, arithmetic and language. These subjects, critical to academic success, are usually failed by disadvantaged children.<sup>3</sup>

Another important project is a comprehensive experimental program of community refurbishing in depth, designed by the Ecumenical Institute and located on Chicago's blighted West Side. This Fifth City Project is divided into two major offensives. One is the Center for Urban Education which aims

---

<sup>1</sup>Ibid., p. 275.

<sup>2</sup>Dorsey Baynham, "The Great Cities Projects," NEA Journal, LII (April, 1963), 19-20.

<sup>3</sup>Siegfried Engelmann, "Teaching Children Who Couldn't Be Taught," Think Magazine, XXV (July - August, 1969), 12-16.

at altering the individual and communal images of the citizenry through direct attitudinal education. The other is the experimental community project which is designed to formulate fresh external structures and internal dynamics adequate to the urban sociology of the time.<sup>1</sup>

Columbia Public Grade School in Portland, Oregon has an unusual teaching experiment started three years ago called GROW (Growth, Research, Organization, Work); it is based on the theory that children learn more easily from practical application than from the abstract.<sup>2</sup>

Most schools in disadvantaged areas are now experimenting on which programs and ideas meet their needs best.

Since there was so little research on which special projects for the disadvantaged were based and a lack of any built-in funding for research and evaluation, Project AWARE was started and supported by the United States Office of Economic Opportunity and the United States Office of Education.

To meet the expressed consumer needs, Project AWARE made two major recommendations:

- (1) That there be more experimentation and research in the development and testing of new strategies, techniques, and materials that have particular relevance to teaching the disadvantaged.

---

<sup>1</sup>"Fifth City Project," Ecumenical Institute of Church Federation of Greater Chicago, A Proposal in Outline, 1968.

<sup>2</sup>Mary Phraner Warren, "The School Children Love," This Week Magazine (March 16, 1969), 14-15.

- (2) That there be more action research and evaluation with respect to experiential learnings by teachers of the disadvantaged under sensitive and creative supervision.<sup>1</sup>

Both the director of an institute for teachers of the poor and disadvantaged and the teacher in the classroom are pressed to act. The director is funded to improve and upgrade teaching behavior; and the teacher must interact with the live learner (or nonlearner) himself, in an effort to get him to stay in school and to achieve.<sup>2</sup>

## XII. SUMMARY

A Review of the Literature established the evidence that there is a need for a relevant curriculum, effective teachers, and programs in order to assist the disadvantaged child in learning. With improved teacher education the child can be motivated in learning if the school, parents, and community work together and stress the importance of education for success in life.

In conclusion, the expansion of educational opportunities would rescue many of the children from the fate of poverty and insure the vitality and continued economic growth of society. The cost of education is an investment in the

---

<sup>1</sup>William C. Kvaraceus, "Programs for the Disadvantaged: Promise or Pretense?," National Elementary Principal, XLV (February, 1966), 59-64.

<sup>2</sup>Ibid.

---

future. Every child has a basic right to as much high-quality education and training as he desires and can absorb--from pre-school to graduate school.

## CHAPTER III

### PRESENTATION OF DATA AND OBSERVATIONS

To obtain the data necessary for this investigation a questionnaire was devised for teachers and principals involved in educating the disadvantaged children. The questionnaire was given to one teacher, in one of the grades first through fourth, and each of the four building principals in both the Des Moines and St. Louis' Banneker District area--a total of sixteen questionnaires was distributed. All of the questionnaires were returned, making a response of 100 per cent.

To supplement and strengthen the validity of the data obtained through questionnaire, the writer observed each teacher in the classroom in the grades where the questionnaire was distributed and further clarification of the information with each of the principals concerned. To aid the observation the writer used a tape recorder and a check-list consisting of three parts: (1) the teacher's techniques in instructing the disadvantaged children, (2) the teacher's material or contents used in the instructional program, and (3) the teacher's interest shown through the interpersonal climate of the classroom.

Because of the great importance of pre-school education for the disadvantaged child, Headstart, Follow-Through,

Montessori classes and special programs at various schools concerned with language and reading clinics, including the Teacher Corps were also observed.

In the following pages data concerning Des Moines and the St. Louis' Banneker District are presented separately and will follow the order of the questionnaire. The validated questionnaire will be found in the Appendix. At the end of discussion of data for each area some observations obtained through check-list are presented.

#### I. QUESTIONNAIRE-RESPONSE FROM THE DES MOINES SCHOOL SYSTEM

To the question, "What is being done within the classrooms of this particular building so that the disadvantaged child does not constantly experience failure?" the Des Moines teachers stated,

The pace is adjusted in the reading and over-all curriculum program, there is small-group tutoring, efforts are made to find areas in which each child can achieve success, and Language and Reading Clinics are available for children who need special help in those areas.

In response to the same question the principals stated:

There are more child-study conferences, staff work on mental health in the classroom, reduction of class size, more emphasis on individualized instruction, and some team teaching by Teacher Corps working against the failure syndrome.

The most prevalent criterion used by 75 per cent of the teachers in grouping for instruction was found to be test

---

performance (daily), individual help and academic achievement and none used intelligence quotient (I.Q.). Only one teacher indicated academic achievement as the basis for grouping. All the four principals indicated chronological age and academic achievement, chronological age, academic achievement and interests of pupil, heterogeneous grouping and at the end of kindergarten according to reading needs, respectively.

In response to whether the teachers and principals thought that their grouping pattern had changed in recent years, 50 per cent of each group indicated that it has been changing considerably as they gain more experience with the teaching of the disadvantaged children; 25 per cent did not make any comments and 25 per cent thought it had not changed at all.

From data compiled from the teachers and principals concerning the methods of discipline it was very clear that the parent-teacher conference was found to be the most popular method as a first step to correct the child. Other methods used for repeated misbehavior were: pupil-teacher conference, isolation, child-study program and removal of the child to the home by parental direction. The respondents were quick to point out when isolation as a method of discipline was used, it was only for a brief period of time.

In response to the question, "Do you, or does your school, frequently employ methods which have a strong sensory-motor orientation (that is, role-playing)?" the response was given positive by a small percentage of the sample (one teacher and two principals), while the majority did not use role-playing. Among those who responded positively some of the comments concerning this teaching technique were: "Some is done in the kindergarten but not enough, some teachers are exploring this area a great deal" and one administrator added, "role playing is one of our objectives."

The method of reporting pupil progress has not changed for disadvantaged areas in Des Moines. In grades one through three progress is reported during Parent-teacher Conferences and Report Cards indicating: Excellent, Satisfactory, Improving, Needs Improvement and Unsatisfactory. In grades four through six progress is reported through Parent-teacher Conferences and Report Cards rating the skill in a particular area with numbers one through five.

Data from the eight respondents to the question about having a formal guidance program in their schools was worth noting. All the principals indicated they do have a formal guidance program while only one teacher was aware of it. Evidently, the teachers were not as familiar with the program as the administrators. The comments from all the principals were: "The psychologist does testing and counseling approximately two



half-days per week plus the school social worker does individual and group counseling and visits the homes." Two schools with Headstart and Follow-Through programs have a home-school worker who helps keep the lines of communication open between the home and the school.

Responses concerning whether the reading texts had been selected specifically for the disadvantaged child indicated that all the principals but one did not have any specific textbooks selected for the disadvantaged child. The explanation offered was that it was more important to have a program of language development than reading a text; reference was made to the fact that texts were multi-ethnic and that less material was covered in reading in disadvantaged areas because they did not use the phonetic keys reading book.

Reading material using "hip" language had not been used in any school reading programs--only a few knew of this reading material. To the question, "Is 'hip' material useful as a means of interesting students in reading?" the response was, naturally, overwhelmingly negative. Considering the unfamiliarity of the Des Moines schools' principals and teachers with 'hip' material, it is not surprising that so many were in doubt as to whether it would serve a useful function. Comments ranged from: "It would be motivation for older students" to:

I have not seen much material that is very helpful;  
I am not familiar enough with it and "hip" material

changes too rapidly from moment to moment and area to area. The "generation gap" becomes greater when teachers try to be the followers of what is "hip"; awareness is useful in attitude, not material.

To the question, "How would you modify the reading program for those children that are disadvantaged as compared to those that are mentally retarded (I.Q. below 75)?" comments from the Des Moines teachers were to individualize the reading program and have smaller groups in order to prevent the failure syndrome from becoming a habit and to emphasize discussion and oral work in reading (word meaning and use) because children get bogged down in written materials. Other ideas were to use experience charts for vocabulary and stories and let teachers select reading books to fit the groups in their room and not make mandatory the reading of a basal series.

Principals from Des Moines had these suggestions to the above question: both groups should have a language program but techniques of development of the program and teaching of it would differ, also oral work and individualization were emphasized.

Concerning whether the school or the teacher had any special method of developing language skills in the students, the response was almost 100 per cent in the affirmative. Comments made, in this regard, pertained to a strong emphasis on verbal practice, creative writing, word analysis skills, vocabulary building techniques and using the tape recorder, puppetry and dramatizations.

The audio-visual equipment widely used were: movie projector, slide projector, overhead projector, opaque projector, record player, television, tape-recorder, filmstrips, teaching machines, carrels with listening stations and FM radio. Those schools with reading programs and language arts clinics have specialized equipment such as Tachistoscope X, Control Reader, Craig Readers and Flip-top.

The data pertaining to audio-visual equipment and the frequency of use by the teachers show that the movie projector is in use as much as three times per week; slide projector once per week; the overhead projector three times per week, the opaque projector once per week; the record player five times per week; the television five times a week by all four teachers. The tape recorder is utilized at least once per week; the filmstrips twice a week; the teaching machines and listening stations were not mentioned as being used at all by the teachers in those schools that have them. These data would, however, fluctuate from week to week according to the needs of the class and the subject matter being taught.

A comment made by one teacher in a crowded two-story building was that the equipment was too limited for the number of rooms, size of building and inconvenience of floors. She stated that if possible she would use an overhead projector daily, for there are endless ideas in the use of transparencies for motivating students.

To the question, "Does your reading program for the disadvantaged student differ from that offered the child in the 'average' classroom?" three principals thought that it was different while only two teachers responded in the affirmative. Those who answered in the affirmative were asked how the program differed. The majority of them indicated the difference being due to more oral work, different textbooks and in some cases the use of workbooks. In one case the difference is due to the absence of phonetic keys reading text, whereas in the regular classroom a dual series was used and there was access to special reading techniques through the Reading Clinic.

There was a contradiction between principal and teacher from the same school concerning the use of workbooks for the disadvantaged child in the reading program. The principal emphatically stated that workbooks were not used in the reading improvement program and the teacher indicated they were.

To the question, "Does your school have teaching machines for individualized instruction?" two principals indicated they have the teaching machines whereas only one teacher was aware of its existence. Thus only one positive response among the teachers indicated that the teaching machines were not widely used except in the Reading Clinic.

All the principals and 75 per cent of the teachers responded that reading vocabulary is usually developed around

the experiences of the child. Comments were that development of the vocabulary is left to individual teachers; so the writer feels that the teachers' responses would give the best indication of whether the reading vocabulary is truly developed around the experiences of the child.

Data concerning whether there were any extracurricular after-school programs within the building elicited a positive response from 75 per cent of both the groups. Programs mentioned were: chess, stamp and science clubs, intramural gym--volleyball and battleball; scouts, model (cars, planes) club for boys and good grooming club for girls. Tentative plans for one school include opening the library for the evening hours or during the summer and occasionally showing films during this time.

To the question, "Do you have any provision for older children helping younger students as a means of increasing their own skill and motivation for learning?" two of the principals thought they had such a provision, whereas all the teachers responded in the negative.

In data concerning whether parents of students are used in duties as teacher-aide or assistant a basic contradiction is observed: the principals responded that parents were used in duties as teacher-aides while the teachers responded 100 per cent in the negative. This may imply that the teachers were unaware of this or the means of staffing of some of the Federal

programs. The comments from the principals were that parents are used in Headstart and Follow-Through programs and New Careers program; the latter is aimed at an education-work program which will later result in the parent becoming a teacher with a degree.

The data obtained indicate that some services which teachers received from other school personnel or agencies were Ancillary Services, Social Welfare, Health Clinic, Child Guidance and Psychological Testing.

The question "Do you have any program of team teaching?" received a 50 per cent response from both the groups. Comments were that in two schools in Des Moines team teaching was called co-operative teaching. One description was of three second grades in one room and teachers together would expand on concepts in science and language. Other responses were that it is done on a trial basis where teachers wish to try and also the Teacher Corps program works with the homeroom teacher in developing a unit (that is, Negro History).

The question whether the environment of the school is conducive to innovations elicited 100 per cent positive response from the teachers. Comments were that teachers are encouraged to try new methods and use teaching machines; one administrator indicated that the school is willing to try innovations that are shown to have potential within and without the curriculum structure.

Concerning the ratio of teacher to student for those teachers answering the questionnaire the responses ranged from fifteen to twenty-three--and an average of approximately eighteen. Concerning the average ratio of teacher to student for the building, the principals answering the questionnaire have a range as reported above. Keeping in mind that the teachers responding have self-contained classrooms, it can be seen that there has been a reduced pupil-teacher ratio over the past few years. Also, the number of pupils each teacher has is in close correlation to the average reported for each teacher in the building.

The following data are from the four principals only.

To the question, "Has there been a greater concern in your school in recent years for compensatory education?" the response was 100 per cent positive. Comments were that new programs and efforts consisted of language arts, reading clinic, Headstart, Follow-Through and having a social worker.

Data compiled concerning the percentage of children who came through pre-school programs indicate a range from 5 per cent to 65 per cent, with an average of 25 per cent. The school with 65 per cent of the children who had gone through pre-school has had a pre-school program connected with the school for three and one-half years.

Data obtained concerning whether there were any in-service meetings or pre-service workshops for teachers to help them in meeting the needs of the disadvantaged students

indicate a 100 per cent positive response for both in-service meetings and pre-service workshops. One school mentioned that it had pre-service workshops for two years but it did not always get all the teachers in it that needed it; Headstart and Follow-Through Programs are a vital part of the workshop. Another school indicated it had a Sensitivity Program the past two summers for teachers to learn about racially different children.

All four principals indicated that they encouraged teachers visiting the homes of their pupils. One principal indicated that the Title I program provides for three days a year released time for two teachers to visit the homes of pupils.

The college courses or workshops that were recommended as helpful for teachers preparing to work in disadvantaged areas were: Urban Geography, Economics of Poverty, Work in Community Centers, Aides or Student Teachers in Slum Schools, Human Relations, the Disadvantaged Child and Involving the Parents in the School.

In mentioning any programs which have benefited disadvantaged children in their school the principals responded with programs like Reading Clinic, Language Arts Program, Headstart, Follow-Through in kindergarten, first and second grade, Clubs and After-school Programs for Social Attitudes, Assemblies, Student Committees (similar to Student Council),



Teacher Corps and Vista, Sensitivity Programs, Class Reduction, Summer Pre-school, Reading Improvement and Social Worker.

The following information is obtained through observation of the teacher and the classroom during the visits to the school.

About 50 per cent of the teachers used the technique of pupil participation and these same teachers had good "control" of the class and the reverse was the case where pupil response was not elicited. In the questionnaire the teachers indicated they used the audio-visual equipment overwhelmingly; the writer observed the actual use by half of the teachers.

About teacher's materials or content used in the instructional program it was observed that all the teachers used a variety of materials to provide for diverse interests and abilities; 65 per cent used "extra" activities for spare time; only one teacher observed used materials related to minority groups.

Teachers' interest shown through the interpersonal climate of the classroom was observed in the attractively arranged classrooms in all cases. Most of the teachers were flexible to the needs and interests of students: were sensitive to the problems of the disadvantaged child and aware of the strengths of the disadvantaged child and showed enthusiasm in teaching.

## II. QUESTIONNAIRE-RESPONSE FROM ST. LOUIS

## SCHOOLS' BANNEKER DISTRICT

To the question, "What is being done within the classrooms of this particular building so that the disadvantaged child does not constantly experience failure?" the Banneker District teachers stated:

Children work at their own speed and in small groups for individualized instruction; there is flexible grouping and the room is ungraded; also there is an attempt at homogeneous grouping which will allow students to better compete in a class-room situation.

In response to the same question the principals indicated:

There is ungraded, primary organization; the teacher makes the child feel that he is a member of the school community; one principal suggested these four points: (1) help teachers to understand the disadvantaged child's need for success, (2) group according to pupils' needs after diagnosis, (3) use appropriate instructional material, and (4) vary instructional techniques--audio-visual, socio-drama and role-playing.

The criteria as rated by principals in grouping for instruction were basically found to be the same as in the Des Moines School; however, 50 per cent used chronological age and academic achievement; teacher judgment overriding all other considerations.

A majority of both groups indicated that their grouping pattern had changed in recent years. The direction of change is toward heterogeneous grouping in each grade and level--the

new and improved diagnostic techniques have better enabled the teacher and the administrator to meet the needs of the individual student; enrichment classes have been organized for faster learners; an adjusted program has been instituted for slower learners EMH (Binet forty-eight to seventy-eight); smaller and more flexible groups with student helpers have been used.

Data compiled from the teachers and principals concerning the methods of discipline used for children who disturb the order in the classroom point out 50 per cent of the principals indicated no single method, implying all methods were at their disposal. The methods used by teachers did not vary significantly from those used by the Des Moines School teachers. Comments indicated that very often a change in teacher behavior and attitudes is necessary and that corporal punishment is also used. Emphasis is placed on planning ahead, anticipating discipline problems and establishing an atmosphere conducive to desired behavior patterns.

In contrast to the Des Moines Schools, Banneker District Schools employed methods with a strong sensory-motor orientation--role-playing, and the response was 100 per cent from both the groups.

The method of reporting progress in Banneker District is through the Parent-teacher Conference and Report Cards

indicating: Excellent, Satisfactory, Improving, Needs Improving and Unsatisfactory, plus percentages and check-list.

The response to having a formal guidance program in their schools was 100 per cent negative. Since there is no guidance program in the Banneker District the comments were: "This is a type of service needed badly; names may be submitted who need guidance counseling, but no counselor is assigned to the building and this service is not available for the primary grades." One teacher said, "Mr. Achiever, a radio program, is designed to cite good and bad experiences that the disadvantaged child might meet. The program is designed to guide him in the right direction."

In the Banneker District no reading texts have been selected specifically for the disadvantaged child. In grades four through eight, the basal text has been selected for the disadvantaged but not in grades kindergarten through four. The same text is used throughout the city in grades kindergarten through four.

The principals were unanimous in their response that no reading material using "hip" language had been used in their schools but two teachers indicated they did use "hip" materials. One teacher said that this material is available in grades four through eight and the other teacher with a positive answer said it consisted of more recent books selected for recreational

reading. It should be mentioned that the principals did know what the "hip" material was.

To the question, "Is 'hip' material useful as a means of interesting students in reading?" 75 per cent of the principals said "no" while the same percentage of teachers said "yes." While using these materials teachers felt it helped in understanding the child through his own sphere of communication, and that "hip material was useful only so far as it motivates or helps the child help himself to read and express himself, and if hip language generates attention and has appeal which may lead to broader and more diversified reading. . . ." One principal said that it would depend upon the personality of the teacher, as well as his facility in establishing rapport with pupils while the other was quite opposed to the use of "hip" language stating, "Children, hopefully, will become a member of the total society. They need to be able to verbalize with the whole society. Stressing 'hip' language is localizing."

In response to the question how to modify the reading program for those children that are disadvantaged as compared to those that are mentally retarded (I.Q. below 75) the teachers mentioned individualization of the reading as opposed to the basal reading approach, using appealing library with supplementary texts to motivate and enrich language and vocabulary. Other comments were:

I would not lower the level for any group. I feel the challenge of the school is to raise the experience and academic level to the established program if at all possible. . . . The disadvantaged child has a greater learning potential, a broader base with which to work than the mentally retarded child. This potential can be fostered by enriching experiences and a widened environmental horizon.

Concerning developing language skills and the special methods to achieve it the comments were:

In some cases I recommend the old-fashioned method of memorizing rules particularly verb forms as: see-saw-seen. In as much as poor grammar is heard in everyday speech more often than is the correct, a child must have a standard to guide him; and we have freedom of oral and written expression. Effort is made to instill creative and individualized thinking.

One administrator commented that these methods did not seem special to him.

The audio-visual equipment used was the same as in the Des Moines schools but the use is more frequent. The frequency of use by the teachers shows that movie projector is used once a week, the slide projector three times per week, the overhead projector once a month, the opaque projector four times a week, the record player used daily, the tape recorders four times a week, the teaching machines used daily and the filmstrips were used as needed. No frequency was mentioned about the use of radio, filmstrip and record player combination. The television was not at all mentioned, although the schools had them; this media is evidently used just for special programs.

In response to the question, "Does your reading program for the disadvantaged student differ from that offered the child in the 'average' classroom?" three principals and two teachers did not see any difference between the two. Those who replied in the affirmative indicated the difference being due to the frequent use of the Reading Clinic and the Language Arts Room, more supplementary books and reading games, more teaching machines and audio-visual aids and their increased use to meeting the needs of the disadvantaged child.

Answers to the question whether the schools have any teaching machines for individualized instruction were contradictory--the administrators saying "no" while two teachers replied in the affirmative. Perhaps the reason for contradiction is due to the fact that teaching machines are called by different names. The comments from the two teachers who reported teaching machines in the building were that they were used in the Reading Clinic, Headstart and Follow-Through, plus the tape recorder is used extensively.

The teacher response was unanimous that reading vocabulary is developed around the experiences of the child. This is accomplished through the children writing their own stories, poems, et cetera, school newspaper and reading experience charts. The vocabulary development is to a great degree left to the discretion of the individual teacher.

Both the groups were in 100 per cent agreement concerning the extracurricular after-school programs within the building. The programs mentioned were: crafts, physical education, primary reading, reading the newspapers, dramatics, instrumental music, study halls, Boy Scouts, Boys Club and Charm Clubs for girls. These programs are voluntary and funded by the Federal Government and consist of two days per week tutorial and two days per week personal development.

The older children helping younger students as a means of increasing their own skill and motivation for learning is more evident in Banneker School District than in Des Moines. The older children in the same room helped the younger, worked with reading groups in different rooms, were used as storytellers and tutors with flashcard drill.

Teachers and principals were in total agreement in using parents of students in duties as teacher-aides or assistants. The duties of the parents ranged from office aides, classroom aides to field trip assistants and school librarian.

The services which teachers received from other school personnel or agencies are basically the same mentioned for the Des Moines Schools.

Only one teacher indicated of any program of team teaching. The Teacher Corps works with a group of twenty pupils with disabilities in both reading and arithmetic and team teaching is also done in classes of mentally retarded in one school.



One teacher who said there was no team-teaching commented, however, that she used a Career II teacher as an assistant in her room for one semester. (This Career II Teacher is with the New Careers program described by Riessman in the Review of the Literature.)

The majority of both the groups felt that the environment of the school is conducive to innovation within the confines of the structural curriculum.

The ratio of teacher to student for those teachers answering the questionnaire is comparatively higher than the Des Moines Schools--it ranged from eighteen to thirty, with an average of twenty-three and one-half. Also the average ratio of teacher to student for the building as indicated by the principals is higher than the Des Moines schools--a range of thirty to thirty-four, with an average of thirty-two. The difference between the two is primarily due to the fact the teachers in enrichment classrooms, which the writer observed, evidently had smaller classes than their school as a whole. Blewett, Banneker and Dunbar teachers responding to the questionnaire taught enrichment classes which were of necessity smaller.

The following responses are from the four Banneker District principals only.

All the four principals expressed a greater concern for the compensatory education. Compensatory education is

only done on a district basis and the Banneker District program emphasizing better academic achievement through motivation has been in operation since 1957. There is also a summer school available consisting of rooms for twenty children.

Data concerning the percentage of children who came through pre-school programs indicate 85 per cent of the children who had gone through pre-school have had a pre-school program connected with the school for three years.

The school system appears to have a good method of in-service meetings which were only on a district basis and an individual school basis. One principal said the meetings are mainly promoted by the City Curriculum Division and the district supervisors. There was only one positive response of any pre-service workshops.

All the principals indicated that they encourage teachers to visit the homes of their pupils--at least once per semester.

The college courses for workshops that were recommended as helpful for teachers preparing to work in disadvantaged areas were: Human Relations, Race Relations, The Psychology and Sociology of the Impoverished Learner, Techniques of Teaching Reading to the Disadvantaged, History of the Negro (since most inner-city children are black), Sensitivity training, and Remedial Techniques in Language Arts and Numbers.

One principal suggested: "Spend more time in the schools. Courses for the Disadvantaged are often a 'Pie in the Sky' approach."

In mentioning any programs which have benefited disadvantaged children in their school, the principals' replies were as follows:

Home Visitations, Banneker District's Council of Parents, Honor Day Programs,

Community School for Pupils and Parents,

After-school programs such as: Girls Clubs, Boys Clubs, Boy Scouts, Study Halls, Dine-out, Leadership Conferences (Students), and during class, Mr. Achiever Radio Program.

Remedial Math and Reading Workshops for Grades seven and eight; "You" Clubs for Boys and Girls, Grades four through eight (Small groups of ten to twelve boys or girls working with advisor and focusing on image building); Monthly assemblies planned and carried out by pupils; Dramatic Club; Sex Education Workshop, Grades seven and eight; Parent Coffee Hour (three times per semester) where parents discussed school and pupil problems; Parent Workshop--planned annually by parents themselves, built around theme and using current issues of school and local community for discussion.

One principal summarized the programs as follows:

After-school programs stressing: (a) personal development--opportunities in music and the arts, practical and fine, (b) academic enrichment programs for some.

Expanded curricular programs stressing: (a) academic enrichment for some, (b) radio and T.V. programs, selected; that is, NET Programs, (c) expanded Language Arts programs with critical attention given to our mass media, (d) a variety of field trips.

Programs involving parents: designed to meet their felt need and to capture and expand their entrance.

The following are the observations made by the writer during visits to the classroom. The writer observed four classrooms in four different schools--grades one through four.

It was felt that the teachers in the Banneker District had better "control" of the class and more student participation than their Des Moines counterparts. The degree of the use of the audio-visual equipment, as evidenced by observer through plans on board or equipment in room, was the same as in Des Moines, although the questionnaire response suggests a greater frequency of usage.

Teachers' materials or content used in the instructional programs were better than that in Des Moines. All the teachers used a variety of materials to provide for diverse interests and abilities; all of them used "extra" activities for spare time and there was greater evidence of materials related to minority groups being used.

Teachers' interest shown through the interpersonal climate of the classroom was comparatively better than the Des Moines School system.

## CHAPTER IV

### SUMMARY

The purposes of this study were to: (1) observe pre-school programs and study the effect on the child; (2) determine changes in the lower primary curriculum (grades one through four) as it was adapted to the disadvantaged child in the low socio-economic area in Des Moines and St. Louis; (3) observe and compare teacher techniques, interest and materials used in the instructional program in St. Louis and Des Moines (grades one through four); (4) review pertinent professional literature on the disadvantaged child and compare Des Moines and St. Louis with recommended principles; and (5) consider and recommend possible changes for current and future programs.

A study of current literature revealed what leading authorities thought about education of disadvantaged children in the areas of curriculum, teacher training, methods of teaching, and new programs available.

A questionnaire was formulated and validated by three Drake University professors working with disadvantaged children or the Teacher Corps. The questionnaire along with a cover letter was given to four teachers and four principals in grades one through four in four separate schools in both Des Moines and St. Louis in which the writer also had her observations.

The purpose of the questionnaire and observations was to compare curriculum modifications, teacher techniques and new programs in Des Moines and St. Louis.

Response to the questionnaire was one hundred per cent which was necessary with so small a sample.

# I. SUMMARY OF PRE-SCHOOL PROGRAMS STUDIED IN DES MOINES AND ST. LOUIS

The writer was impressed that many Montessori techniques could be incorporated in a good program for the disadvantaged such as Martin Deutsch's Institute for Developmental Studies in New York. The Montessori school in Des Moines had one disadvantaged child out of twenty. This school appears to be meeting the needs of the children it serves (middle class), but the program would have to be modified to be effective with disadvantaged children along with the need of incorporating a language program into the Montessori curricula.

The Headstart Program was viewed as an excellent pre-school experience in Des Moines, meeting all the criteria in the observation checklist of the writer. The Headstart Program in St. Louis would also adequately meet the needs of the disadvantaged child for a satisfactory pre-school experience.

## II. SUMMARY OF CURRICULUM CHANGES IN GRADES ONE THROUGH FOUR IN DES MOINES SCHOOLS, PROGRAMS FOR THE DISADVANTAGED

In Des Moines reported changes in the curriculum so that the disadvantaged child does not constantly experience failure were reduction of class size, more materials and curriculum related to Negro history, more individualized instruction, more child-study conferences, staff work on mental health in the classroom and heterogeneous grouping.

The most frequently cited criteria in grouping for instruction in Des Moines were the students' academic achievement and daily test performance. Four teachers and principals reported a change in grouping in recent years with emphasis on heterogeneous grouping.

The most prominent methods of discipline for children who disturb the order in the classroom were parent-teacher conferences, isolation of the student, and child-study programs.

One teacher and two principals in Des Moines reported the use of role-playing as a frequently used teaching method which would appeal to disadvantaged children who have a physically-oriented type of learning.

The methods of reporting pupil progress for the disadvantaged child have not changed. Parent-teacher conferences and report cards were used.

The guidance program for the four elementary schools in Des Moines consisted of a psychologist visiting approximately two half days per week testing and counseling those students with scholastic or emotional problems. Also three schools mentioned having a social worker who does individual and group counseling.

Five out of eight respondents reported that the reading texts had not been selected specifically for the disadvantaged and two of the three persons responding positively indicated that they used multi-ethnic readers. Only one principal reported having any reading materials using "hip" language in the school and it was indicated that most school personnel did not think "hip" material was useful although they were uncertain because of not being familiar with any "hip" materials.

Concerning modification of the reading program for children who are disadvantaged compared to mentally retarded (I.Q. below seventy-five), individualization and experience charts were emphasized. Both groups should have a language program but techniques of development and of teaching would differ.

Seven out of eight of the principals and teachers responding indicated that they had special methods of developing



language skills in their students which included emphasis on oral practice, use of tape recorder, records, listening stations, puppetry, experience stories, creative writing and vocabulary building.

In Des Moines all schools reported having movie projectors, overhead projectors, opaque projector, record players, televisions, taperecorders and filmstrips; three schools reported having a slide projector; two reported having teaching machines and two having listening stations; no computers were reported. As to the frequency of use by teachers, the televisions were the only equipment used daily by all teachers, the next most frequently used item was the record player followed by the overhead projector and movie projector. All four schools reported having a Reading Improvement Center in the building in which specialized equipment such as Tachistoscope X, Controlled Reader, Craig Readers, and Flip top were much in use.

Five out of eight of the principals and teachers stated that their reading program for the disadvantaged differed from that offered the child in the regular classroom. The differences were in having different texts, using workbooks, having more oral work, not using phonetic keys reading series, and frequently using language arts and reading clinic programs.

Three out of eight respondents reported having teaching machines in their school which were used for individual instruction.

Seven out of eight of the Des Moines principals and teachers said that they or their school develop reading vocabulary around the experience of the child.

Three of the four schools in Des Moines reported having after-school programs within the school building. These programs dealt with all aspects of the child's development from sports programs and scouts to chess, stamp and science clubs. Also mentioned were model clubs for boys and good grooming clubs for girls. One school plans to open the library in the evening and during the summer for studying and showing films.

Two of the eight respondents reported that older children read to younger pupils as a means of increasing their own skill.

All four of the principals reported using parents in duties as a teacher-aide or assistant in the Federal Programs of Headstart, Follow-Through and New Careers.

The services that teachers received from other school personnel in working with disadvantaged students consisted of child welfare, health clinic, child guidance, psychological testing and ancillary services.

Three out of eight of the respondents reported having a program of team teaching--one of these was through use of the Teacher Corps.

Seven out of eight reported that the environment of the school was conducive to innovations because teachers are

encouraged to try new methods and use many different techniques such as teaching machines.

Since one of the aims of programs for the disadvantaged is to reduce the class size for more individualized instruction, the writer found that in the Des Moines classrooms observed two had fifteen pupils, one had sixteen pupils and one had twenty-three pupils. The administrators indicated that the student/teacher ratio for their building was almost identical to the four classrooms cited above. The building ratio was fifteen pupils each in two of the schools, twenty pupils in one school and twenty-three pupils for the fourth school.

The following information was limited to response only from the four Des Moines principals.

All of the principals said there had been a greater concern for compensatory education for disadvantaged children in their schools in recent years with such innovations as language arts, reading clinics, Headstart and Follow-Through.

The percentages of students that go through a pre-school program in each of the four schools were: 5 per cent, 65 per cent, 10 per cent, and 20 per cent. The school with 65 per cent has had pre-school in the building for three and a half years.

All principals reported having inservice meetings for teachers in helping them meet the needs of the disadvantaged pupils.

Three out of four of the principals stated that they had workshops for teachers prior to their beginning services in disadvantaged areas. One principal mentioned having a Sensitivity Program for teachers to learn about racially-different children. Headstart and Follow-Through programs represented a large portion of the pre-service for teachers.

All principals encouraged teachers to visit the homes of their pupils. Title I (Federal Program) provides three days a year released time for two teachers to do this.

College courses and workshops recommended by principals for teachers preparing to teach in disadvantaged areas were: Urban Geography, Economics of Poverty, Work in Community Centers, Human Relations, Aides in Slum Schools, The Disadvantaged Child, and Involving Parents in the School.

The programs which Des Moines principals felt had benefited disadvantaged children in their school were: Reading Improvement and Language Arts Clinic, Sensitivity Programs, Class Reduction, Summer Pre-school (that is, Headstart), Follow-Through, Clubs and After-school Programs, Student Committee (similar to student council where different students are given an opportunity to be in charge), Teacher Corps, Vista and Social Workers.

---

III. SUMMARY OF CURRICULUM CHANGES IN GRADES  
ONE THROUGH FOUR IN ST. LOUIS' BANNEKER  
DISTRICT SCHOOLS, PROGRAMS  
FOR THE DISADVANTAGED

In St. Louis' Banneker District reported changes in the curriculum so that the disadvantaged child does not constantly experience failure were ungraded primary classroom organization providing for continuous progress with no possibility of failure, attempt at individualized instruction and flexible and homogeneous grouping which will allow students to better compete in a classroom situation. One of the principals' suggestions was to help teachers understand the disadvantaged child's need for success and for teachers to vary instructional techniques with use of audio-visual aids, socio-drama and role-playing.

The most frequently cited criterion used in grouping for instruction in the Banneker District was academic achievement of the students. Other less mentioned factors in grouping were daily test performance, chronological age, and I.Q. Seven out of eight respondents reported that their grouping pattern had changed in recent years to meet the needs of the disadvantaged youngster. Enrichment classes had been organized for faster learners; an adjusted program had been

instituted for slower learners. Smaller, more flexible groups with student helpers were used and there was a trend toward more heterogeneous grouping.

The primary methods of discipline used for children who disturbed the order in the classroom were parent-teacher conferences and isolation.

Three teachers out of the eight respondents frequently used methods of role-playing.

Methods of reporting pupil progress were through parent-teacher conferences and report cards.

All respondents indicated that there was no formal guidance program in their school and this was a service that was needed badly.

All eight respondents in the Banneker District stated that they had no reading texts designed specifically for the disadvantaged child in grades K through three, although in grades four through eight basal texts had been selected for the disadvantaged. Two teachers reported that their schools had reading materials using "hip" language but they were used only for recreational reading. Three out of eight of Banneker District respondents thought hip material was useful as a means of motivating students in reading, however, one respondent indicated a disinclination to use "hip" material because

disadvantaged children are, hopefully, to become a member of the total society and need to be able to verbalize with the total society; stressing "hip" language would be localizing.

In order to modify the reading program for disadvantaged children as compared to those who are mentally retarded (I.Q. below 75) the Banneker District principals and teachers indicated the importance of smaller groups and more individualized reading instruction, raising the disadvantaged child to the level of the school program rather than simplifying the program to the child's level. The disadvantaged child has a greater learning potential than the mentally retarded student. Since he has a broader base with which to work, he should have enriching experiences to foster this potential, whereas, the mentally retarded student would have a more simplified program of reading emphasizing necessary skills and reinforcement of these skills through drill and repetition.

Two out of eight respondents indicated using special methods for developing language skills in students. Effort is placed on oral and written expression and instilling creative and individualized thinking. One administrator indicated that the methods used do not seem special to the teachers who have worked in Banneker District and used these methods for some time.

In St. Louis' Banneker District all schools reported having movie projectors, overhead projectors, opaque projector,

tape recorder and filmstrips; three schools reported having a slide projector and Controlled Readers; two reported having a television, listening stations, and radio; one school reported having teaching machines, and filmstrip and record player combination. None reported having computers. As to the frequency of use by teachers, the record player, tape recorder and movie projector were used the most often as reported by all teachers; one teacher reported using the record player daily and another the teaching machines (installed in her room).

Three out of eight of the respondents stated that the reading program for disadvantaged differed from that offered the children in the regular classroom. The program differed in the amount of work, basal texts used, stress on oral usage, and use of workbooks; teaching machines and audio-visual aids are used for the purpose of independent learning.

Two schools reported using teaching machines for individualized instruction in their school.

Six out of eight respondents reported developing reading vocabulary around the experiences of the child through reading of experience charts, writing own stories, poems, and a school newspaper.

All schools reported having extracurricular after-school programs within the school building. There were a variety of club groups at every age and grade level. There were tutorial



groups two days per week and personal development two days per week. Other activities included crafts, physical education, reading the newspaper, dramatics, instrumental music, Boy Scouts, Charm Club for girls. These extracurricular programs are voluntary and are funded by the federal government.

Five of the eight respondents indicated that older students helped younger students as a means of increasing their own skill. One teacher said that she did not know and two respondents said no to this question. It was indicated that the older students were used as story tellers for younger ones and also help with flashcard drill. However, there is no organized program and it is left to the discretion of individual teachers.

All respondents indicated that parents of students were used in duties as teacher-aide or assistant. The duties range from office and attendance aides to teacher aides, field trip assistants and school librarian.

The services which teachers received from other school personnel were ancillary services, social welfare, health clinic, attendance aid, professional testing service, and a very limited amount of service from child guidance.

Three out of eight respondents indicated that they had a program of team teaching, four said that they did not and one was unsure whether there was teamteaching in the building.

The programs mentioned in the use of team teaching were the Teacher Corps, classes for mentally retarded, and a Career II teacher who is part of the New Careers Program referred to by Riessman in the writer's review of the literature.

Seven of the eight respondents indicated that the environment of their school was conducive to innovations.

Reduction of class size has occurred in the enrichment classrooms visited by the writer but the ratio of students to teacher is still quite high throughout the other classrooms in the Banneker District. In the four classrooms observed, the first three were enrichment classes having eighteen students, twenty-one students, and twenty-five students; the fourth was not an enrichment classroom and had thirty pupils. The administrators indicated that the student/teacher ratio for their building was thirty-four to one, thirty-one to one, and thirty to one for the schools in which the writer observed enrichment classrooms; and thirty-two to one for the school in which the writer did not observe an enrichment classroom.

The following information was limited to response by the four Banneker District principals only.

All of the principals stated that there had been a greater concern for compensatory education for disadvantaged children in recent years. The Banneker District program emphasizing better academic achievement through motivation has

been in operation since 1957. There are also summer school programs with a reduced number of pupils in each room.

The percentages of students who went through a pre-school program in each of the four schools were: 5 per cent, 85 per cent, 25 per cent, and significantly less than 1 per cent. The one school with 85 per cent has had pre-school in its building for three years.

All four principals reported that they had inservice meetings for helping teachers meet the needs of disadvantaged students mostly on a district or individual school basis.

Only one principal indicated having any pre-service workshops for teachers, two said there were no pre-service workshops and one did not comment.

All four principals said that they encouraged teachers in their school to visit the homes of their pupils. In one school this was done once per semester.

The college courses and workshops that were recommended by the Banneker District principals for teachers preparing to teach in disadvantaged areas were: The Psychology and Sociology of the Impoverished Learner, Techniques of Teaching Reading to the Disadvantaged, The History of the Negro, Sensitivity Training, and Remedial Techniques in Language and Numbers. One principal stated that it was important to spend more time in the schools because courses for the disadvantaged are often a "Pie in the Sky" approach.

The programs mentioned which the principals felt had benefited the disadvantaged students in their school were: Parent Workshops, Student Leadership Conferences, Operation Dine-Out, Home Visitations, Banneker District Council of Parents, Honor Day Programs, Mr. Achiever Radio Program, Parent Coffee Hour (three times per semester where parents discussed school and pupil problems), Community School for Pupils and Parents, Study Halls, Remedial Math and Workshops for Grades seven and eight, "You" Clubs for Boys and Girls (Grades four through eight focusing on image building), Monthly Assemblies planned and carried out by pupils, Dramatic Club, Sex Education Workshop (Grades seven and eight), and Parent Workshop (planned annually and conducted by parents themselves using current issues of school and local community for discussion).

#### IV. SUMMARY AND COMPARISON OF TEACHER TECHNIQUES, INTERESTS, AND MATERIALS USED IN THE INSTRUCTIONAL PROGRAM IN DES MOINES AND ST. LOUIS' BANNEKER DISTRICT

In rating the four teachers in Des Moines as compared to the four in the St. Louis' Banneker District, it was felt that the teachers in the St. Louis' Banneker District ranked

higher in teaching techniques than the Des Moines teachers with the exception of audio-visual equipment which was approximately the same amount of use for both groups. Teacher materials and content used in the instructional program and teacher interest ranked higher for Banneker District teachers in St. Louis than for Des Moines teachers.

V. COMPARISON OF DES MOINES AND ST. LOUIS' BANNEKER DISTRICT  
IN PRACTICES AND PROGRAMS FOR THE DISADVANTAGED CHILD  
IN THE ELEMENTARY GRADES (ONE THROUGH FOUR)

A review of the literature established that extra services and changes in the organization of the school were necessary to aid the disadvantaged child in learning effectively. In Des Moines this was done through reduction of class size, more individualized instruction, heterogeneous grouping, introduction of Negro History courses, a guidance program with a psychologist and social worker, and such additional services as child welfare, health clinic, and professional testing services. In St. Louis' Banneker District there was ungraded primary organization, increased individualized instruction and homogeneous grouping.

A review of the literature also confirmed the need for a variety of materials and methods in language and reading to best suit individual learning patterns. This need was met in Des Moines through such materials and methods as: much oral

practice, use of tape recorder, records, listening stations, puppetry, experience stories, creative writing, vocabulary building, and reading clinic with specialized equipment. In St. Louis' Banneker District there was much use of role-playing, emphasis on oral and written expression, experience charts and extensive utilization of reading clinics.

The review of the literature established the importance of reading texts and activities relevant to the lives of the disadvantaged child (that is, city life, minority groups, et cetera). In Des Moines multiethnic readers were used, and reading vocabulary was developed around the experiences of the child. In St. Louis no reading texts were selected specifically for the disadvantaged child, however, the reading vocabulary was developed around the experiences of the child.

The review of the literature established the importance of projects and extracurricular activities for the disadvantaged child. In Des Moines such projects as Headstart, Follow-Through, Reading and Language Clinics, and after-school clubs for children are in operation. In St. Louis' Banneker District projects consisted of Headstart, Follow-Through, Reading Clinics, Sam Shepard's Project Motivation (giving parents and students the incentive for higher education and a good job as a result of doing well in school), after-school clubs plus after-school tutoring.

Teacher training was confirmed by a review of the literature as most important in any program for disadvantaged children. In Des Moines each building principal holds their own in-service meetings; pre-service workshops were available to teachers beginning work in poverty-area schools through a Sensitivity Program (which was available for teachers to learn about racially-different children), and Headstart, Follow-Through, and Teacher Corps Programs. In St. Louis' Banneker District in-service meetings were available to teachers in their own building or in their district (Banneker) but pre-service training was limited.

The review of the literature established that parent involvement was most important for a child's success in school. In Des Moines parents were active in school through Headstart, Follow-Through and New Careers; and in St. Louis' Banneker District parents were participating in school affairs as attendance aides, teacher aides for Headstart, Follow-Through, and New Careers, field trip assistants, school librarian, and activities as Banneker District Council of Parents, Parent Coffee, Community School for Pupils and Parents and Parent Workshops.

## VI. RECOMMENDATIONS FOR CURRENT AND FUTURE PROGRAMS

The following list summarizes recommendations for current and future programs for disadvantaged children.

1. Ungraded organization is important for a child can progress at his own rate, however, teachers need special training and materials before a school changes from graded to ungraded.
2. Grouping heterogeneously (Tucson Plan) is relevant to preparation for an individualized reading program.
3. Adapt the Montessori methods which have a strong sensory-motor orientation; but, incorporate a language program, dramatic play and outdoor activities into present Montessori schools.
4. Develop reading materials that use "hip" material to motivate students to an interest in reading.
5. Use multiethnic readers for disadvantaged children to identify with the characters. Use these readers only as a "springboard" to motivate children to broader reading habits.
6. Have minority group courses, as Black History, with emphasis on contributions of minority group members through pictures, writing biographies, and reading.



7. Use techniques of role-playing, dramatic play and puppetry to emphasize the disadvantaged child's physical-motor strengths.
8. Adapt an effective guidance program with counselors and psychologists available on the elementary level as preventive mental health treatment.
9. Increase learning through an effective and varied use of audio-visual equipment. Use T.V. as an instructional device as in the new program, Sesame Street, on the educational network aimed at teaching pre-schoolers especially inner-city youngsters. This is considered a televised Headstart Program. Teaching machines should be used often for programmed instruction. Develop films appropriate for teaching low-income groups and for preparing teachers to teach in lower class settings. Computers would be useful in helping specialists draw a highly detailed profile of each student--aiding the development of individualized education.
10. Diagnostic services need to be refined and used for a wider variety of purposes than for finding out I.Q. and grouping children. Diagnostic procedures should be used to change curriculum and/or teaching techniques.

11. More attention needs to be given to altering the present education system, not just changing the learner. Involvement of parents and community is the only solution for any education to be effective now or later. Large city school systems may have to decentralize in order to give parents and community groups real control over the education of their children.
12. Adapt the New Careers Program which has a plan to make indigenous teachers. The new aides are parents and the purpose of the program is for these parents to be involved in a career-pattern, and not be part-time volunteers. They must not only duplicate materials and run errands but learn all the aspects of being a teacher. Teacher aides hired from the community can bring into the school system what the community wants in the way of education. They will not be trained by the system but will help to change it.
13. Utilize male teachers especially for boys to serve as a model because of many lower-class fatherless homes.
14. Help older children learn by letting them teach younger children.
15. Use Reading and Language Clinics as methods of motivation and compensatory education.

16. Set aside several entire days a year specifically for in-service training and let instructors attend meetings concerned with their particular interest. Teachers should engage in continuous planning in teams that include specialists from a nearby college or university (as in the Teacher Corps Program). The teams would explore such promising practices as non-graded structure and programmed instruction. Course credit should be given to teachers and principals for on-the-job team planning.
17. Teaching must be connected with the student's background, drives, and life if any learning is to take place.
18. Teachers must emphasize positive qualities possessed by slum children and build confidence by using their strengths to overcome weaknesses in other curriculum areas.
19. If teachers raise their own standards and expectations for children from lower socio-economic backgrounds, the students' performances will improve.
20. Give special help for new teachers through assignment of a more experienced teacher who can give the new teachers needed advice.

21. There must be more attempts to make the curricula as relevant as possible to all students by casting each subject in a conceptual framework which accommodates for change more readily than mere factual learning.
22. Field trips and guest speakers are important in widening the child's background of experiences.
23. Games are a powerful tool. Conceptual areas--symbolic, visual, listening, sequential, comparative and descriptive--are important to accentuate.
24. Students will have more interest in courses if they are allowed to participate in curriculum planning.
25. Since children are being prepared for a service-oriented economy, the school must prepare students for greater flexibility and the ability to communicate verbally.
26. It is necessary to have the schools racially integrated for students in an all-white school are as segregated as an all-Negro school and also suffer disadvantages from segregation. White parents should be made to realize that by the time their children are grown their first boss or first college teacher may be a Negro.

27. Use Mr. Achiever Radio Program which gives models of behavior for the children to imitate.
28. Before and After-School Programs are useful for motivation to learning and improved image-building for students.
29. The administrators know more about the newer methods of teaching and programs than the teachers are aware of or use themselves. The gap indicates lack of communication between administrators and teachers. For any program to be successful the teacher is the final link in the implementation of that program.
30. Further in-depth research especially action research is necessary for programs for the disadvantaged. The research should be concerned with a change in the child's behavior or learning as a result of different materials or methods used in the instructional program.

The final product which teacher and parent should aim for is the child who can say, "I don't need you to give me anything, open the door and I'll get it myself."

## BIBLIOGRAPHY

## BIBLIOGRAPHY

### A. BOOKS

- Ashton-Warner, Sylvia. Teacher. New York: Bantam Books, 1963.
- Barzun, Jacques. Teacher in America. New York: Doubleday and Company, 1954.
- Brookover, W., T. Shaler, and A. Paterson. Self-concept of Ability and School Achievement. New York: John Wiley and Sons, 1965.
- Cheyney, Arnold. Teaching Culturally Disadvantaged in the Elementary School. Columbus, Ohio: Merrill Books, Inc., 1967.
- Clark, Kenneth B. Prejudice and Your Child. New York: Beacon Press, Inc., 1963.
- Conant, James B. Slums and Suburbs. New York: McGraw and Hill, 1961.
- \_\_\_\_\_. The Education of American Teachers. New York: McGraw-Hill Book Company, 1963.
- Davis, Allison and John Doddard. Children of Bondage. New York: Harper and Row, 1964.
- Deutsch, Martin, and Associates. The Disadvantaged Child. New York: Basic Books, Inc., 1967.
- Doeringer, Peter B. (ed.). Programs to Employ the Disadvantaged. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969.
- Frost, Joe L. and Glenn R. Hawkes, (eds.). The Disadvantaged Child. Boston: Houghton Mifflin Company, 1966.
- Goodman, Mary Ellen. Race Awareness in Young Children. New York: Collier Books Printing, 1964.
- Gordon, Edmund and Doxey Wilkerson. Compensatory Education for the Disadvantaged. Princeton, New Jersey: College Entrance Exam Board, 1966.

- Grant, Eva (ed.). PTA Guide to What's Happening in Education. New York: Scholastic Book Services, 1965.
- Greer, Scott. The Emerging City. New York: The Free Press, 1966.
- Gregory, Dick. Nigger. New York: Pocket Books, Inc., 1965.
- Harrington, Michael. The Other America. New York: The Macmillan Company, 1968.
- Holland, John (ed.). The Way It Is. New York: Harcourt, Brace and World, Inc., 1969.
- Keach, Everett, Robert Fulton, and William Gardner. Education and Social Crisis: Perspectives on Teaching Disadvantaged Youth. New York: John Wiley and Sons, Inc., 1967.
- Kohl, Herbert. 36 Children. New York: New American Library, Inc., 1968.
- Lee, Harper. To Kill a Mockingbird. New York: J. B. Lippincott, 1960.
- Leinwand, Gerald (ed.). The Negro in the City. New York: Washington Square Press, 1968.
- Loretan, Joseph and Shelley Umans. Teaching the Disadvantaged. New York: Columbia University Press, 1966.
- May, Edgar. The Wasted Americans. New York: Harper and Row, 1965.
- McGeoch, Dorothy and Associates. Learning to Teach in Urban Schools. New York: Teachers College Press, 1965.
- Miller, Harry L. Education for the Disadvantaged. New York: The Free Press, 1967.
- Montessori, Maria. Education for a New World. Wheaton, Illinois: Theosophical Press, 1959.
- \_\_\_\_\_. The Montessori Method. New York: Schocken Books, 1964.
- Neill, A. S. Summerhill. New York: Hart Publishing Company, 1951.
- O'Neill, Eugene. Thirst and Other One Act Plays. Boston: The Gorham Press, 1914.



Powledge, Fred. To Change a Child. Chicago: Quadrangle Books, 1967.

Rath, Louis E, Merrill Harmin, and Sidney B. Simon. Values and Teaching. Columbus, Ohio: Charles E. Merrill, Inc., 1966.

Riessman, Frank. The Culturally Deprived Child. New York: Harper and Row, 1962.

Rose, Arnold. The Negro in America. Boston: Beacon Press, 1962.

Sexton, Patricia. Education and Income. New York: Viking Press, Inc., 1961.

Strom, Robert. Teaching in the Slum School. Columbus, Ohio: Merrill Books, Inc., 1965.

Usdan, Michael and Frederick Bertolaet. Teachers for the Disadvantaged. Chicago: Follett Publishing Company, 1966.

Weinberg, Meyer (ed.). Learning Together. Chicago: Integrated Education Associates, 1964.

Whipple, Gertrude. Appraisal of the City Schools Reading Program. Detroit: The Public Schools, 1963.

#### B. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES, AND OTHER ORGANIZATIONS

Deutsch, Martin. "Institute for Developmental Studies Progress Report, April 29, 1965 - June 30, 1966" and "Continuation Report, June 1, 1966 - June 30, 1967," submitted to the Office of Economic Opportunity, March, 1966.

Educational Policies Commission. Education and the Disadvantaged American. Washington: National Education Association, 1962.

Llorens, David. "Rapsodi in Black," American Education. U. S. Department of Health, Education and Welfare, Office of Education, November, 1968.

MacKintosh, Helen K., Lilian Gore, and Gertrude M. Lewis. Educating Disadvantaged Children in the Primary Grades (K-3). Washington: U.S. Department of Health, Education and Welfare, 1965.

National Education Association Research Division. "First Year Teachers in 1954-1955," National Education Association Research Bulletin. Washington: The Association, February, 1956, pp. 1-8.

National School Public Relations Association of Education. The Hauser Report. Washington: The Association and Department of the National Education Association, April 9, 1964, pp. 125-129.

Title I Elementary and Secondary Education Act. A summary prepared by the Office of Education, for the guidance of schools and colleges. Washington: Office of Education, 1966.

#### C. PERIODICALS

Allen, James E., Jr. "Looking Forward to the Seventies," Childhood Education, XLVI (September-October, 1969), 3.

Asbell, Bernard. "Not Like Other Children," Redbook, CXXI (October, 1963), 64-65.

Baynham, Dorsey. "The Great Cities Projects," NEA Journal, LII (April, 1963), 19-20.

Butler, Annie L. "Will Headstart Be a False Start?" Childhood Education, XLII (November, 1965), 163.

"Children of Despair," American School Board Journal, CLVI (January, 1969), 5-6.

Cooper, Dolores. "The Negro and Our Cultural Environment," The Instructor, LXXIX (August-September, 1969), 69-71.

Cutts, Warren G. "Reading Unreadiness in the Underprivileged," National Education Association Journal, LII (April, 1963), 23.

Ellis, Richard. "Educational Programming for Pre-school Children," Child Study, XXVIII (Summer, 1966), 27.

Englemann, Siegfried. "Teaching Children Who Couldn't Be Taught," Think, XXXV (July-August, 1969), 12-16.

Feeley, Diane M. "Letter to the Editor," Educational Leadership, XXIII (April, 1966), 531-532.

- Fraser, David W. "What's Ahead for Preadolescence?" Childhood Education, XLVI (September-October, 1969), 26-27.
- Frost, Joe L. and Thomas Rowland. "The Seventies: A Time for Giant Steps," Childhood Education, XLVI (September-October, 1969), 5.
- Galbraith, John Kenneth. "A Two-part Answer to Poverty," U. S. News and World Report, LVI (June 22, 1964), 125-129.
- Gordon, Edmund W. and Adelaide Jablonsky. "Compensatory Education in the Equalization of Educational Opportunity," Journal of Negro Education, XXXVII (Summer, 1968), 270-275.
- Howe, Harold, II. "Picking Up the Options-Federal Legislation and Educational Change," National Elementary Principal, XLV (May, 1968), 20-25.
- Hymes, James L. "Montessori," Educational Leadership, XXIII (November, 1965), 127-131.
- "Inner City Teaching in the New Orleans Education Improvement Project," The Instructor, LXXVIII (December, 1968), 87-90.
- Johnson, Edwina. "The Child in the Prestige Vacuum," Integrated Education, I (December, 1963), 13.
- Kvaraceus, William C. "Programs for the Disadvantaged - Promise or Pretense?" National Elementary Principal, XLV (February, 1966), 59-64.
- Levin, Henry M. "What's Ahead for City Schools?" Parents Magazine, XLII (May, 1967), 44.
- Madison, Agnes. "Growth in Perception of Reading, Writing and Spelling of the Educationally Disadvantaged," Reading Teacher, XXII (March, 1969), 513-515.
- Mahan, Thomas W. "The Busing of Students for Equal Opportunities," Journal of Negro Education, XXXVII (Summer, 1968), 291-299.
- McCall, Margaret. "The Teaching Typewriter," Grade Teacher, LXXXVI (October, 1968), 35-37.
- Newton, Eunice. "Planning for the Language Development of Disadvantaged Children and Youth," The Journal of Negro Education, XXXIII (Summer, 1964), 264-274.

- O'Hara, James. "Disadvantaged Newcomers to the City," NEA Journal, LII (April, 1963), 19-20.
- Pophorn, Estelle L. "Business Education in the Urban Crisis," Business Education Forum, XXIII (January, 1969), 6-8.
- Riessman, Frank and Alan Gartner. "New Careers and Pupil Learning," California Teachers Association Journal, LXV (March, 1969), 7-9.
- Rowland, Monroe and Patricia Hill. "Race Illustration and Interest in Materials for Reading and Creative Writing," Journal of Negro Education (Winter, 1965), 84-87.
- Soares, Anthony T. and Louise M. Soares. "Self-perceptions of Culturally Disadvantaged Children," American Education Research Journal, VI (January, 1969), 31.
- Strickler, Robert W. "Follow-Through with the First Year Teacher," Educational Administration Supervision, XLV (January, 1959), 1-6.
- Van Til, William. "The Key Word Is Relevance," Today's Education, LVIII (January, 1969), 14-18.
- Warren, Mary Phraner. "The School Children Love," This Week, (March 16, 1969), 14-15.
- "Why School Busing Is in Trouble," U. S. News and World Report, LXVII (October 13, 1969), 13-15.
- Wille, Lois. "Room for Miracles," American Education, V (August-September, 1969), 7-10.

#### D. ESSAYS AND ARTICLES IN COLLECTIONS

- Deutsch, Martin. "Early Social Environment: Its Influence on School Adaptation," The School Dropout. Edited by Schreiber. Washington: National Education Association, 1964, 97-98.
- John, Vera P. and Leo S. Goldstein. "The Social Context of Language Acquisition," in Martin Deutsch's The Disadvantaged Child. New York: Basic Books, Inc., 1967, 163-173.

## E. UNPUBLISHED MATERIALS

Ecumenical Institute of Church Federation of Greater Chicago.  
"Fifth City Project" (A Proposal in Outline), 1968.

Fact Sheet of the Teacher Corps. Obtained at Drake University,  
June, 1969.

## F. NEWSPAPERS

Farmer, James. "Communities Should Control Their Schools,"  
National Education Association Reporter, February 28,  
1969, 7.

Rich, Dorothy. "Let the Kids Talk Out Their Feelings in  
Class?" Des Moines Tribune, April 11, 1969, 16.

## G. ENCYCLOPEDIAS

Smith, Edward, Stanley Krouse, Jr., and Mark Atkinson. The  
Educator's Encyclopedia, 647. Englewood Cliffs, New Jer-  
sey: Prentice-Hall, Inc., 1961.

## APPENDIX

2319 S.E. 5th Street  
Des Moines, Iowa 50315

March 24, 1969

Dear

As educators, we are interested in the effectiveness of the methods and materials we use in our inner-city schools. I am making a study of elementary curriculum needs for children from low socio-economic areas in St. Louis and Des Moines in partial fulfillment of requirements for a Master's Degree at Drake University.

I plan to observe at four select schools in St. Louis and Des Moines and note teacher techniques and materials used in the instructional program. I will observe in only one classroom in each building for an hour, unless otherwise indicated. I will visit each school a minimum of two times to insure greater accuracy of reporting. Also, I will administer a questionnaire to the teacher in the classroom in which I observe as well as the building principal.

A self-addressed, stamped envelope is enclosed for your convenience; an early reply will be greatly appreciated.

Thank you for your cooperation.

Sincerely,

/s/ Theresa Rao  
THERESA RAO

## QUESTIONNAIRE

Please be as succinct as possible in your response to the items below where comment is necessary. This will help you in responding and help the writer in tabulating. Thank you.

Name of Respondent \_\_\_\_\_

Name of School \_\_\_\_\_

School Address \_\_\_\_\_  
(street and number) (city)

Position Held in School \_\_\_\_\_

Student/Teacher Ratio in Your Classroom \_\_\_\_\_ (Teacher Only)

---

This questionnaire is being used as a supplement to observation by the writer. All questions below are in reference to the disadvantaged student. The questions 1-22 are for both principal and teacher. You need not comment on every item unless you desire to do so.

1. What is being done within the classrooms in this particular building so that the disadvantaged child does not constantly experience failure?

Comment:



2. What criteria do you use in grouping for instruction?

☐ Intelligence Quotient

☐ Test Performance (Daily)

☐ Chronological Age

☐ Academic Achievement

☐ Other (Specify) \_\_\_\_\_

3. Has your grouping pattern changed in recent years to fit the needs of the disadvantaged youngster?

Yes ☐

No ☐

Comment:

4. What methods do you find most effective in disciplining children who disturb the order in the classroom?

☐ Parent-Teacher Conference ☐ Child Study Program

☐ Isolation ☐ Corporal Punishment

☐ Other (Specify) \_\_\_\_\_

5. Do you or your school frequently employ methods which have a strong sensory-motor orientation? (that is, role-playing)

Yes ☐

No ☐

Comment:

6. What method or methods do you use in reporting progress of pupils?

☐ Percentages

☐ Parent-Teacher Conferences

☐ A, B, C, D, F

☐ Check List

☐ Satisfactory, Improving, Unsatisfactory

☐ Other (Specify) \_\_\_\_\_

7. Is there any formal guidance program established in your school for disadvantaged youngsters?

Yes \_\_\_\_ No \_\_\_\_ Comment:

8. Have the reading texts been selected specifically for the disadvantaged child?

Yes \_\_\_\_ No \_\_\_\_ Comment:

9. Do you have any reading materials using "hip" language in your school?

Yes \_\_\_\_ No \_\_\_\_ Comment:

10. Do you think "hip" material is useful as a means of interesting students in reading?

Yes \_\_\_\_ No \_\_\_\_ Comment:

11. How would you modify the reading program for those children that are disadvantaged as compared to those that are mentally retarded (I.Q. below 75)?

Comment:

12. Do you have any special method of developing language skills in your students?

Yes \_\_\_\_ No \_\_\_\_ Comment:

13. Place an (x) in the left-hand column before the equipment which your school has and indicate on the right the number of times per week you use each item.

___	Movie Projector	___
___	Slide Projector	___
___	Overhead Projector	___
___	Opaque Projector	___
___	Record Player	___
___	Closed-circuit T.V.	___
___	Computers	___
___	Tape Recorder	___
___	Filmstrips	___
___	Testing Machines	___
___	Others (Specify)	_____
___		_____
___		_____

14. Does your reading program for the disadvantaged student differ from that offered the child in the "average" classroom?

Yes \_\_\_ No \_\_\_

If yes, check one or more of the following:

___	Amount of work	___	Different texts
___	More oral work	___	Use of workbooks
___	Other	_____ (Specify)	

Additional comment:

15. Does your school have teaching machines for individualized instruction?

Yes \_\_\_\_ No \_\_\_\_ Comment

16. Does your school develop reading vocabulary around the experiences of the child?

Yes \_\_\_\_ No \_\_\_\_ Comment:

17. Are there available within the school building any extra-curricular after-school programs?

Yes \_\_\_\_ No \_\_\_\_ Comment:

18. Do you have any provision for older children helping younger students as a means of increasing their own skill and motivation for learning?

Yes \_\_\_\_ No \_\_\_\_ Comment:

19. Do you utilize parents of students in duties as teacher aide or assistant?

Yes \_\_\_\_ No \_\_\_\_ Comment:

20. What services do teachers receive from other school personnel or agencies to help them in working with the disadvantaged student?

\_\_\_\_ Ancillary Services      \_\_\_\_ Health Clinic  
\_\_\_\_ Social Welfare      \_\_\_\_ Child Guidance  
\_\_\_\_ Other \_\_\_\_\_  
(Specify)

21. Do you have any program of team teaching?

Yes \_\_\_\_

No \_\_\_\_

Comment:

22. Is the environment of the school conducive to innovations?

Yes \_\_\_\_

No \_\_\_\_

Comment:

---

FOR THE PRINCIPAL ONLY

Student/Teacher Ratio in Building \_\_\_\_

23. Has there been a greater concern in your school in recent years for compensatory education for disadvantaged students?

Yes \_\_\_\_

No \_\_\_\_

Comment:

24. Approximately what percentage of students in your school come through a pre-school program?

Percentage \_\_\_\_%

25. Are there any in-service meetings for teachers to help them in meeting the needs of disadvantaged students?

Yes \_\_\_\_

No \_\_\_\_

Comment:

26. Do teachers in your school have any workshops prior to beginning services in disadvantaged areas?

Yes \_\_\_\_

No \_\_\_\_

Comment:

27. Do you encourage the teachers in your school to visit the homes of their pupils?

Yes \_\_\_\_

No \_\_\_\_

Comment:

28. What college courses or workshops would you recommend for teachers preparing to work in disadvantaged areas?

Comment: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
(Please use the back if necessary)

29. Mention any programs which you feel have benefited disadvantaged children in your school. (Please be specific.)